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ABSTRACT

This set of health education materials for kindergarten includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the kindergarten lessons is on building self esteem. (LL)

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CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

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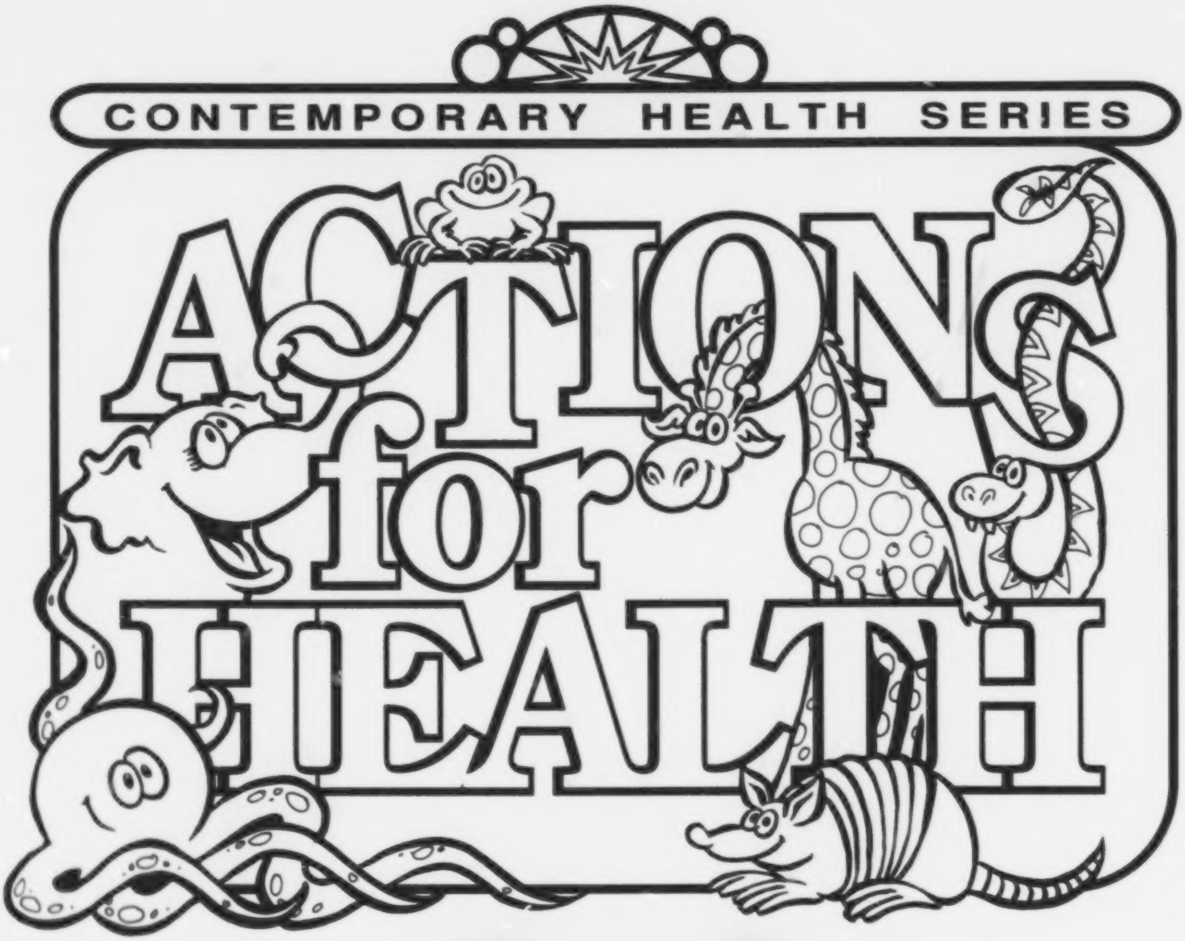

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

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ETR ASSOCIATES
Santa Cruz, California
1994

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

Actions for Health is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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Acknowledgments

Actions for Health is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

Actions for Health is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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Program Philosophy

Actions for Health was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.
- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.
- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.
- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).
- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.

- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health*, they are sequenced to be developmentally appropriate.

Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.

- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students to establish feelings of connectiveness, express feelings, communicate health needs and resist internal or external pressures to practice unhealthy behavior.
- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

The kindergarten curriculum emphasizes activities to build self-esteem across a wide range of health content. This level features two theme animals, Bernie Bat and Blanca Bat. Five storybooks written to accompany the lessons feature these characters.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.

Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

Overview of Kindergarten

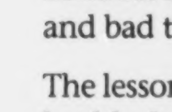
The three lessons in **Unit I: Safety at School and at Home** emphasize important safety and injury prevention concepts. The lessons present information and concepts that are usually taught at the beginning of the school year—getting to and from school safely, learning telephone numbers and addresses, and fire drill and other emergency drill procedures.

Unit II: We Are All Special begins with two lessons about some of the differences among people. These lessons emphasize that our differences help make us special. Three lessons on manners help children learn the importance of showing respect for other people's feelings. The unit also includes a lesson about how to handle feelings and a lesson about good and bad touches.

The lessons in **Unit III: Staying Clean and Healthy** focus on personal health. In the first three lessons of this unit, children learn about the importance of washing hands, protecting the skin from sunburn and caring for the teeth. The next five lessons each deal with a different one of the five senses.

Unit IV: Food Helps the Body helps children learn about foods that help the body stay strong and healthy. The four lessons in this unit include information about the food groups and healthy breakfast choices.

The first lesson of **Unit V: Poisons, Medicines and Other Dangerous Substances** helps children identify and stay away from poisons. The



second lesson emphasizes that medicines are drugs that can make you sick if used incorrectly. The next two lessons deal with health habits and making healthy choices and decisions.

The three lessons in **Unit VI: My Family** focus on families, including family customs and family responsibilities.

Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. The suggested special event for kindergarten is a "Healthy Children Revue," which provides an opportunity for children to present a show featuring the health skills they have learned during the curriculum. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

Objective

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

Time

The time indicated for each lesson is an approximate measure, based on a 30-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Overview

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

Integration

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

Teacher Materials and Preparation

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or chart paper and markers. We also assume that your students have pencils. Other supplies you will need, such as art supplies, are indicated for each lesson.

Procedure

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

Center Connection

Because learning centers are an important part of the kindergarten curriculum, the center connection provides suggestions for setting up learning centers around the activities in a lesson. These suggestions are fairly unstructured, allowing you to adapt the activity to your classroom routine.

Learning centers, which should be supervised by adults or older students, provide an opportunity for children to receive more individual attention, direction and help as they work on activities that build their health knowledge and skills.

Evaluation

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. At this level, most evaluations are based on observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

Home/Family Involvement

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.

Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. You may want to make arrangements for children to take the storybooks home to share with their families, e.g., allow children to check out a book overnight.

Follow-Up/Extension

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

Suggested Resources

Most of these lessons contain suggestions for additional resources, which you can use to supplement the material provided. Stories, songs, poems or fingerplays are frequently suggested to introduce the lessons. These pieces can be selected from the list of Suggested Resources, many of which you will probably be familiar with, or from other materials you have that relate to the lesson theme.

Resources have been listed by type—Stories; Songs, Poems and Fingerplays; or Others. A variety of materials are listed in the last category. These materials offer additional information for you, suggest activities to enhance students' learning, or offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

UNIT I

Safety at School and at Home

LESSON

1

Getting to School Safely

Objective

Children will be able to demonstrate how to cross the street safely.

Time

Two or three class periods.

Overview

The first lesson in **Unit I: Safety at School and at Home** begins with a story that uses one of the theme animals for this curriculum, Bernie Bat, to illustrate some important safety and injury prevention concepts. After listening to the story, children talk about the different ways they get to school. They then form lines to create a human graph that illustrates these differences.

Children roleplay crossing the street and walking on the sidewalk. They also discuss safety rules for riding the bus or riding in a car. They then learn a poem about a stoplight and make stoplights from construction paper.

Note: Children in different areas will get to school in different ways. In this lesson, emphasize the safety aspects that are most important for children in your area.

Integration

Art, language arts, math, social studies.

Teacher Materials and Preparation

HAVE:
✓ *Bernie's Safe Ideas,* an *Actions for Health* storybook.
✓ **Bernie's Safe Ideas** poster.
✓ Yarn or masking tape.
✓ Small Post-its or pieces of paper with tape.
✓ Red, yellow, green and black construction paper for stoplights.
✓ Scissors and glue for children.

COPY:
✓ **Walking** teacher page, one copy.
✓ **Car** teacher page, one copy.
✓ **Bus** teacher page, one copy.
✓ **Stoplight Poem,** enough copies for each child to have one.

MAKE:
✓ Poster of **Crosswalks and Corners.**
✓ A sample stoplight. See **Stoplight *Directions*.**
✓ A set of stoplight patterns for each child. See **Stoplight *Directions*.**

✓ **How We Get to School** labels (optional). See **How We Get to School** teacher page.

PREPARE:

✓ Post the **Bernie's Safe Ideas** poster in the classroom.

✓ Color the **Walking, Car** and **Bus** teacher pages (optional). You may want to laminate them for repeated use.

✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete their stoplights (optional).

REVIEW:

✓ **Bat Basics *Teacher Background Information*** (optional).

Procedure

■ Show children the *Bernie's Safe Ideas* storybook. Tell them that this story is about Bernie Bat. Share some of the information on the **Bat Basics *Teacher Background Information*** with students (optional). Explain that Bernie Bat will help them learn ways to be safe and healthy. Read the story to children.

■ Ask children how Bernie Bat got from home to school safely (walked). Ask children how they get to school. Do they ride in a bus or a car, or do they walk?

Show children the **Bus** picture. Ask how many children ride the bus to school. Place the picture on the floor, and tell all the children who ride the bus to school to line up behind the picture.

Show children the **Car** picture. Ask how many children ride in a car to school. Place the picture on the floor, and tell all the children who ride to school in a car to line up behind it.

Show children the **Walking** picture. Ask how many children walk to school. Place the picture on the floor, and tell all the children who walk to school to line up behind it.

Count how many children are in each line. Write the number on a Post-it or a small piece of paper and attach it to the picture that shows the way those children get to school, or write the numbers on the board under the words BUS, CAR, WALKING. Have children return to their seats.

Talk about how many children get to school in each of these ways. Do more children walk or ride?

■ Tell children they need to know how to keep themselves safe on the way to and from school, whether they walk or ride. Ask children if they know some rules for safe walking. Explain that they should always walk on the side of the road or street, or on a sidewalk if there is one. Add that they should stop at driveways or alleys to watch for cars.

Ask children if they know how to cross the street safely. Show children the **Crosswalks and Corners** poster. Explain that the safest place to cross the street is at a crosswalk, where lines are marked on the street for people to walk. Tell children that if the road or street doesn't have a crosswalk, they should cross at a corner or an intersection, not in the middle of the block.

■ Put yarn or masking tape on the floor to simulate a street and sidewalks or the side of the road. (See the **Crosswalks and Corners** diagram.) Demonstrate the safe way to cross the street or road.

Standing in the area designated as sidewalk, hold your hand out in front of your body with your fingers up as you say, "I stop." Then shade your eyes with your hand and look both ways as you say, "I look." Cup your hand to your ear and say, "I listen." Finish by saying, "Before I cross the street."

Divide the class into two groups. Have one group roleplay the correct way to cross the street while the other group watches. Then switch. Be sure the children crossing the street stay on the "sidewalk" or the side of the road until they're sure it's safe to cross.

■ Tell children that there are important safety rules for riding the bus, too. Discuss the following rules.

- Always stay in your seat while the bus is moving.
- Wear your safety belt if the bus has safety belts.
- Talk quietly.
- Don't talk to the driver while the bus is moving.

Add that when children get off the bus, they need to watch for traffic and walk and cross the street safely.

■ Tell children that if they ride in a car, they should always wear their safety belts. When they get out of the car, they should watch for traffic. Add that they should talk quietly in the car, too, so the driver can drive safely.

■ Tell children that many streets have stoplights. Explain that stoplights help them know when it is safe to cross the street. Show children the sample stoplight you've made, and teach them the **Stoplight Poem**. Tell children that today they are going to make their own stoplights.

Distribute the stoplight patterns, scissors and glue. Tell children to cut out the black stoplight shape. Then tell them to cut out the red, yellow and green circles and glue the circles to the black piece to make a stoplight.

Tell children to be sure to glue the colored circles in the right order—red on top, yellow in the middle and green on the bottom.

Distribute copies of the **Stoplight Poem**, and have children glue the poem to the back of the stoplights they've made.

Center Connection

- Set up a learning center for the stoplight activity. Rotate children through the center to make their stoplights. Be sure classroom helpers are available at the center to help children with this project.

Evaluation

Assess students' work in the street-crossing roleplays for their ability to demonstrate the correct way to cross the street.

Follow-Up/Extension

Use the **How We Get to School** teacher page to make labels for the children in your class showing how they get to school. Write each child's name on the label that represents the way she or he gets to school.

Make a graph depicting how many children get to school in the different ways—walking, car or bus.

Suggested Resources

Stories

Automobiles for Mice. M. H. Ets. New York: Viking.

The Car Trip. H. Oxenburg. New York: Dial Books.

Clifford, the Small Red Puppy. N. Bridwell. New York: Scholastic.

Make Way for Ducklings. R. McClosky. New York: Puffin Books.

Safe Sally Seatbelt and the Magic Click. P. Gobbell and J. Laster. Chicago: Children's Press.

School Bus. D. Crews. New York: Greenwillow Books.

When I Cross the Street. D. Chlad. Chicago: Children's Press.

When I Ride in a Car. D. Chlad. Chicago: Children's Press.

Songs, Poems and Fingerplays

And One and Two. "I'm Going to School Today." Ella Jenkins. New York: Folkways Records and Service.

Baby Beluga. "Biscuits in the Oven." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "At the Curb," "Corner," "Look Both Ways," "Traffic Lights." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Learning Basic Skills (Through Music, Volume III). "Safe Way," "Stop, Look, and Listen," "Buckle Your Seat Belt." Hap Palmer. Freeport, NY: Educational Activities.

Sing Your Sillies Out. "Riding in My Car," "Transportation," "Wheels." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

Singable Songs (for the Very Young). "Bumping Up and Down." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Where the Sidewalk Ends. "Traffic Light." S. Silverstein. New York: Harper and Row.

Voyage for Dreamers. "Shadow of a Life." Pamela Ballingham. Tucson, AZ: Mother Earth Projections.

Others

Safety Is No Accident: Children's Activities in Injury Prevention. W. M. Kane, with K. E. Herrera. Santa Cruz, CA: ETR Associates. Introduces children to basic safety concepts.

Safety Power! An Activity Poster. Santa Cruz, CA: ETR Associates. This colorful poster encourages children to make safe decisions.

TEACHER

Bat Basics

Teacher Background Information

The theme animals for this curriculum are Bernie and Blanca Bat. Each of the five storybooks that are part of the curriculum features one of these characters. You may want to use bats as part of a thematic approach for your classroom.

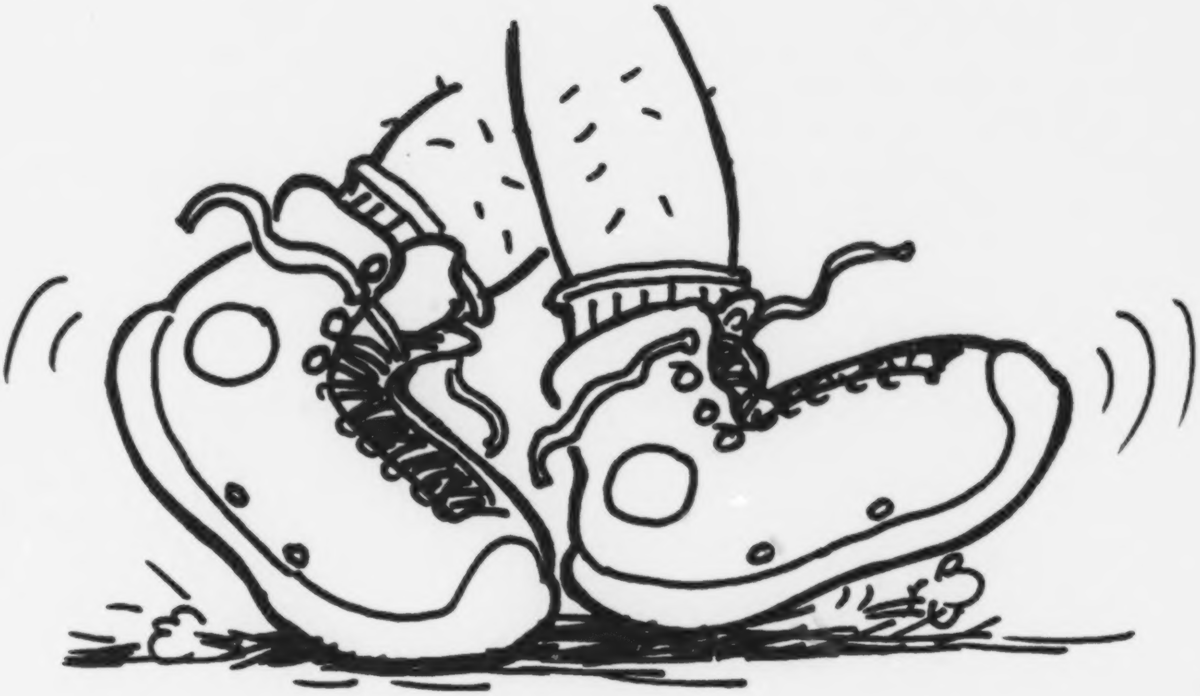
The truth about bats is even stranger than the misunderstandings. Most people don't know many facts about bats. Still, people are fascinated by the creature that stories such as Batman and Dracula are based on. So here are some truths about bats.

- Bats sleep during the day and come out at night. They like to sleep hanging upside down in sheltered, dark spots called "roosts."
- Bats are mammals. They are warm-blooded, born alive and feed their babies milk.
- There are about 900 species of bats in the world (the second largest group of mammals on earth). They live almost everywhere on our planet, even in big cities.
- Bats are not blind. Although they don't see very well, they see better in light than in dark. They are color blind.
- Bats use their big, sensitive ears to guide them. They use a kind of radar called echolocation.
- Bats eat insects or plant nectar and fruit. A few bats drink blood. (Vampire bats rarely bite humans, however.)
- Bats have "hand wings." The webbed fingers of a bat are almost as long as its body. These hand wings work very well, allowing bats to be excellent flyers and aerial acrobats.
- Bats are very clean animals. They lick themselves clean several times a day, just like a cat.

Reference

B. Ivy. *Nature's Children*. Danbury, CT: Grolier.

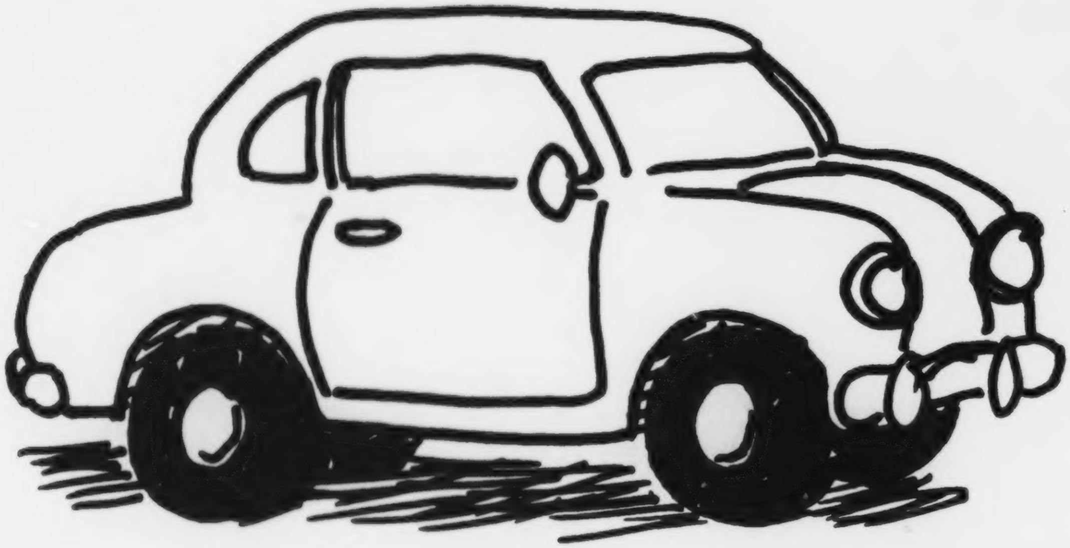
Walking



I walk to school.

TEACHER

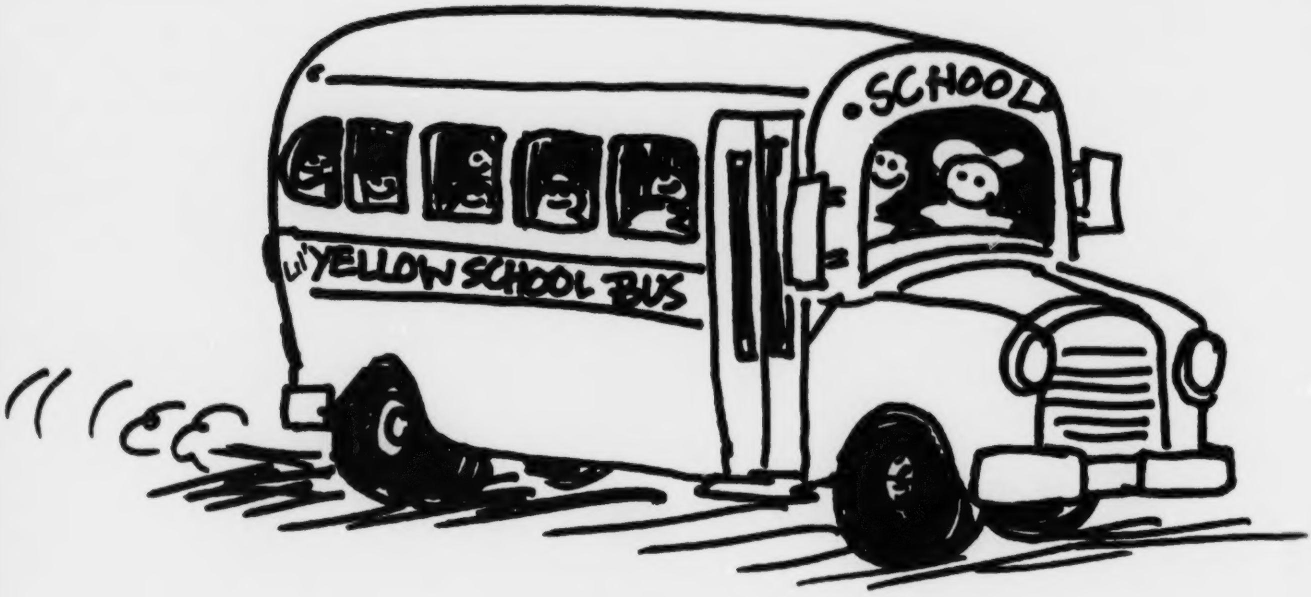
Car



I ride to school in a car.

TEACHER

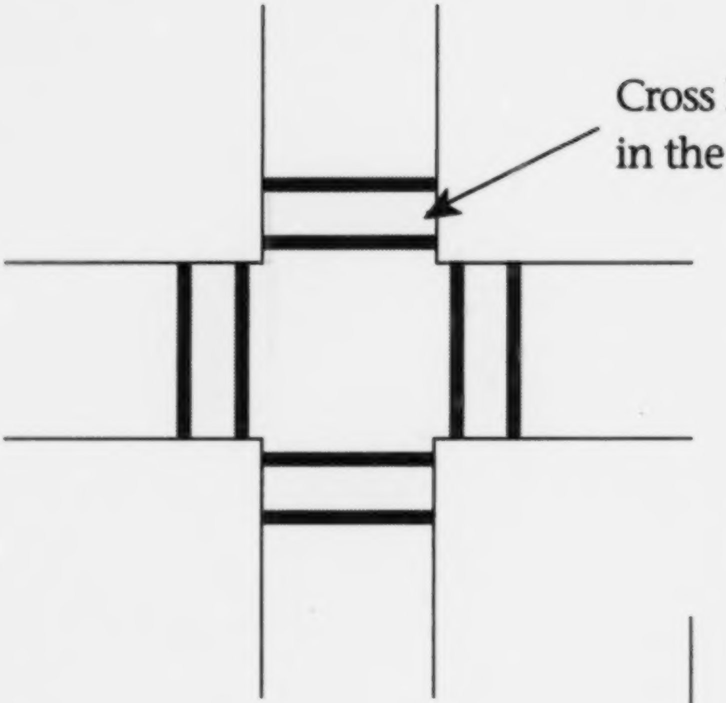
Bus


SCHOOL
Li'l YELLOW SCHOOL BUS

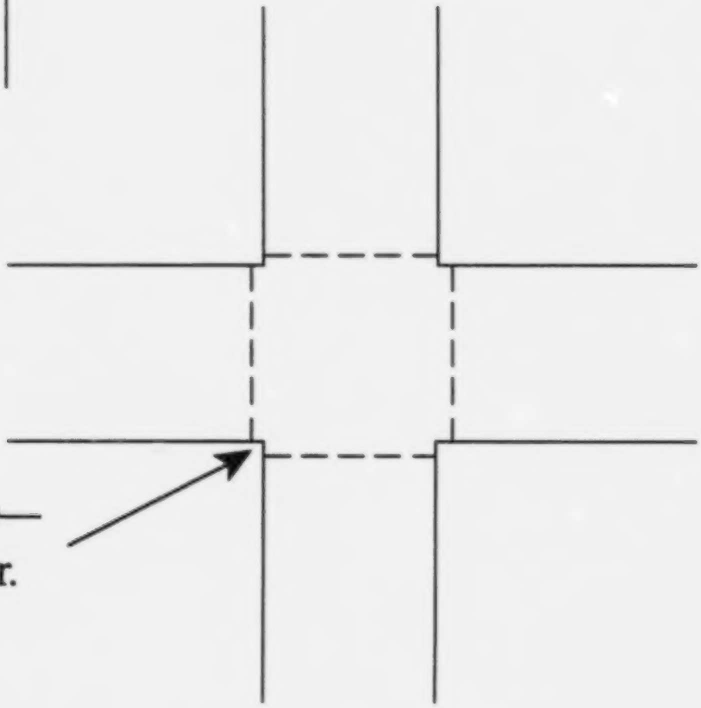
I ride the bus to school.

TEACHER

Crosswalks and Corners



Cross here—
in the crosswalk.



Cross here—
at a corner.

TEACHER

Stoplight Poem

Directions: Copy this page and cut apart the poems. Make enough copies for you and each child to have one.

Red on top,
Green below.
Red says Stop.
Green says Go.
Yellow says Wait,
Even if you're late.

Red on top,
Green below.
Red says Stop.
Green says Go.
Yellow says Wait,
Even if you're late.

Red on top,
Green below.
Red says Stop.
Green says Go.
Yellow says Wait,
Even if you're late.

Red on top,
Green below.
Red says Stop.
Green says Go.
Yellow says Wait,
Even if you're late.

TEACHER

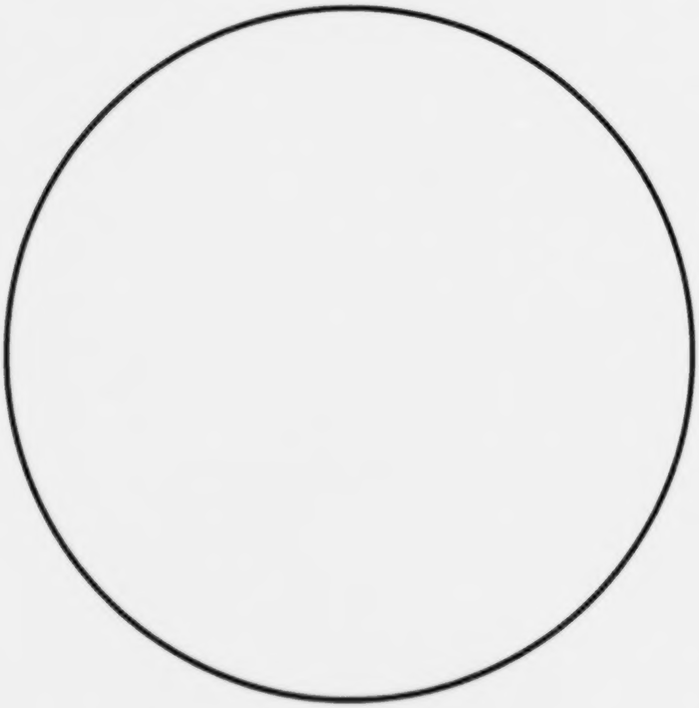
Stoplight

Directions

Enlarge the Stoplight Pattern to fit on a 12" x 18" piece of construction paper. Trace it on black construction paper. Make one pattern for each child and one for the sample.

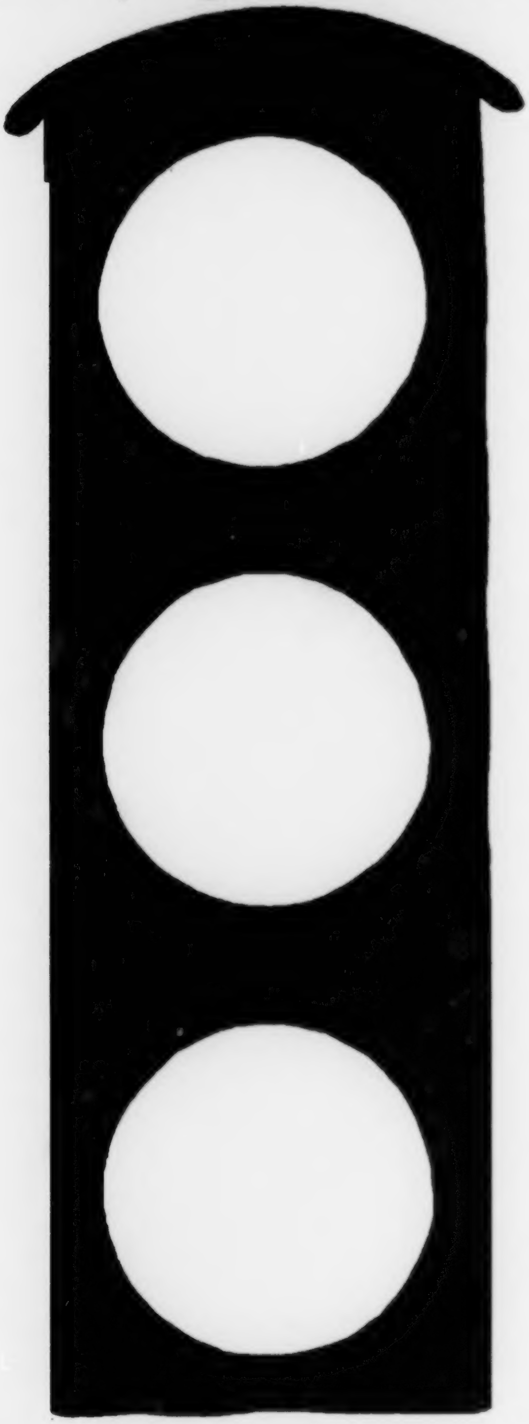
Trace the Stoplight Circle on red, yellow and green squares of construction paper. Make a set of red, yellow and green circles for each child and one for the sample.

Cut out one set of patterns. Glue the colored circles on the black background to make a sample stoplight to show children. Glue a copy of the **Stoplight** poem to the back of the sample stoplight.



Stoplight Circle Pattern

Stoplight Pattern



TEACHER

How We Get to School

Directions: Copy these patterns to make labels for your students to indicate how they get to school. Make a copy of the car for each child who rides in a car, a copy of the bus for each child who rides the bus and a copy of the shoes for each child who walks to school. Put children's names and any other appropriate information on the labels.

Name ______________
____

Walk

I walk to school.

Name ______________
____

Car

I ride to school in a car.

Name ______________
____

Bus

SCHOOL
YELLOW SCHOOL BUS

I ride the bus to school.

LESSON

2

Where I Live

Objectives

Children will be able to identify emergency helpers.

Children will be able to state their phone numbers and addresses.

Time

Two class periods.

Overview

The lesson begins with another reading of the book from Lesson 1. Children talk about emergency helpers and learn how to make an emergency call. They then begin work on a worksheet to help them learn their telephone numbers and addresses. The worksheet is sent home with a letter to families.

Note: If some of your children don't have telephones, encourage them to learn a close friend's or relative's phone number as an emergency contact. Different areas and buildings also have different types of addresses. In some rural areas, homes may not have addresses at all. But all children need to be able to identify where they live and have someone to contact in an emergency. Adapt this lesson to be appropriate for your students.

Integration

Language arts, math, social studies.

Teacher Materials and Preparation

HAVE:

✓ A list of children's telephone numbers and addresses.
✓ *Bernie's Safe Ideas*, an *Actions for Health* storybook, from Lesson 1.
✓ Two real or play telephones, one with a rotary dial and one with a pushbutton dial. (Your local telephone company may have phone kits available for your use in this lesson.)
✓ Art supplies (crayons or markers) for children.

COPY:

✓ **Emergency Helper** pictures, one set for each child (optional).
✓ **My Important Numbers** worksheet, one for each child.
✓ **Children's Safety** letter, one for each child.

PREPARE:

✓ Color and/or enlarge the **Emergency Helper** pictures (optional).
✓ Write each child's name, phone number and address on a different copy of the **My Important Numbers** worksheet.
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the **My Important Numbers** worksheet and practice making emergency calls (optional).

Procedure

- Read the *Bernie's Safe Ideas* story to children again. Talk about the person Bernie asked for help when he and Oscar were lost (a uniformed guard). Tell children that this person is one kind of emergency helper.

Ask children if they know what an emergency is. Explain that an emergency is a time when we need help fast. When Bernie and Oscar were lost, they needed help to find Calle's dad. Ask children to name some other emergency helpers (firefighters, police officers, doctors, nurses, emergency operators).

- Show children the **Emergency Helper** pictures as you discuss the kind of help each helper offers. Tell children that doctors help us stay healthy. They also help us feel better when we are hurt or ill. Explain that nurses help take care of us the same ways doctors do. They may give us shots to help us stay healthy.

Tell children that police officers help us in many different ways. They help keep us safe. They can help us when we are lost or in an accident.

Explain that firefighters help keep us safe from fires. They can tell us ways to prevent fires. They also put out fires. They may help during accidents, too.

Tell children that emergency operators answer the phone when we dial the emergency number. They can call firefighters or police officers or doctors or hospitals or ambulances for us. Tell children that people ride in ambulances when they need to be taken quickly to the hospital.

Tell children that some other adults can help in an emergency, too. Explain that store clerks may help us find each other if we get lost in a store. Point out that the store clerk usually wears a badge.

Add that other adults they trust can help them in an emergency, too. Emphasize that in an emergency, the first thing children should do is tell an adult they trust, just as Bernie did. If no adult is around, then they should call for emergency help.

■ Write the emergency number for your area on the board. Tell children this is the number they should call if something bad happens and they don't have an adult to help them. Tell them that when they call the emergency number, they need to tell the operator the following things:

- what the emergency is—for example, a fire, someone who's hurt
- their name and phone number
- where they live (their address)

Tell children that they should listen carefully to what the operator tells them to do. Emphasize that they should not hang up the phone until the emergency operator tells them to hang up.

■ Choose a volunteer to help you demonstrate how to make an emergency phone call, using the telephones. Have the child be a person who needs help, while you portray the emergency operator. Be sure to ask the child the following questions:

- What is the emergency?
- What is your name?
- What is your phone number?
- Where do you live?

At the end of the call, tell the child to hang up and wait for help.

■ Ask children what they would do in the following situations:

- You are walking home from school and see a lot of smoke coming out of your neighbor's house. (Tell an adult you trust. If no adult is home, call the emergency number and tell the emergency operator.)
- You are playing outside and you fall down. Your leg starts to bleed a lot. (Tell an adult you trust. If no adult is home, call the emergency number and tell the emergency operator.)

- You are shopping with your dad, but suddenly you can't find him anywhere. (Tell a store clerk or police officer that you want to find your dad. Be ready to tell the clerk or officer your name, address and telephone number.)
- You are playing at a friend's house. She shows you a gun leaning against the wall. (Don't touch the gun. Go home and tell an adult you trust.)
- You are playing in the playground at recess. One boy falls off the slide and lands on his head. (Tell a teacher or playground supervisor. The teacher or supervisor may decide to call the emergency number.)
- A stranger offers you a ride home from school. (Say no, get away and tell an adult you trust.)

■ Emphasize that children need to know their phone numbers and where they live (their address) in case of emergency. Distribute the **My Important Numbers** worksheet. Show children how to color the circles on the worksheet to match the numbers in their phone number.

Tell children the lines at the bottom of the page are for their address. If you have written in children's addresses, have them trace over the numbers in the address with their fingers, pencils or crayons, depending on the abilities of your students.

Center Connection

■ Set up a learning center with the telephones. Let each child have a turn to practice making an emergency call while you or classroom helpers play the role of the emergency operator.

■ Set up a learning center for the **My Important Numbers** worksheet. Have classroom helpers help children complete the worksheet and practice repeating their phone numbers and addresses.

Evaluation

Ask children to recite their phone numbers. Check for accuracy. Show pictures of emergency helpers and ask children to identify each one. Check for accuracy.

Home/Family Involvement

Distribute the **Children's Safety** letter. Tell children to take the letter home to their families and ask family members to help them complete the **My Important Numbers** worksheet and learn their phone numbers and addresses.

Follow-Up/Extension

Post the emergency phone number for your area on a bulletin board with the **Emergency Helper** pictures.

Give children copies of the **Emergency Helper** pictures to color.

Place telephones in a housekeeping or other learning center and let children practice dialing the emergency number and their own phone numbers.

Add costumes for emergency helpers to the dress-up or housekeeping center.

Visit a fire station or ask a firefighter or other emergency helper to visit the classroom to talk to children.

Suggested Resources

Stories

Fire Fighters. R. Maass. New York: Scholastic.

Eric Needs Stitches. B. P. Marino. Philadelphia: J. B. Lippencott.

Happy, Healthy Pooh Book. Disney. New York: Golden Books.

A Hospital Story. S. Stein. New York: Walker.

I Can Be a Doctor. Chicago: Children's Press.

I Can Be a Fire Fighter. Chicago: Children's Press.

I Can Be a Police Officer. Chicago: Children's Press.

The Trouble with Mom. B. Cole. New York: Coward-McCann.

Songs, Poems and Fingerplays

Circle Around. "The Monster Song." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Finger Frolics: Fingerplays for Young Children. "The Crossing Guard," "The Fireman," "Mr. Policeman," "Traffic Policeman." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House. (Change "fireman" to firefighter and "policeman" to police officer.)

Free to Be...a Family. "On My Pond." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

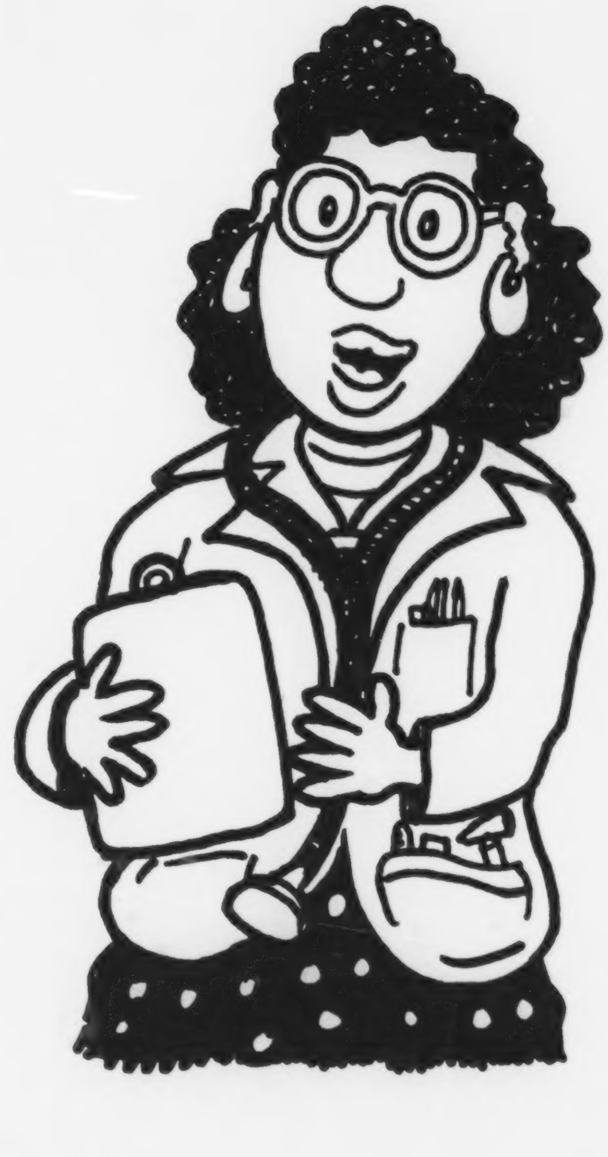
Hug the Earth. "The Family Song." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Sing Your Sillies Out. "Sanitation Engineer." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

TEACHER

Emergency Helper

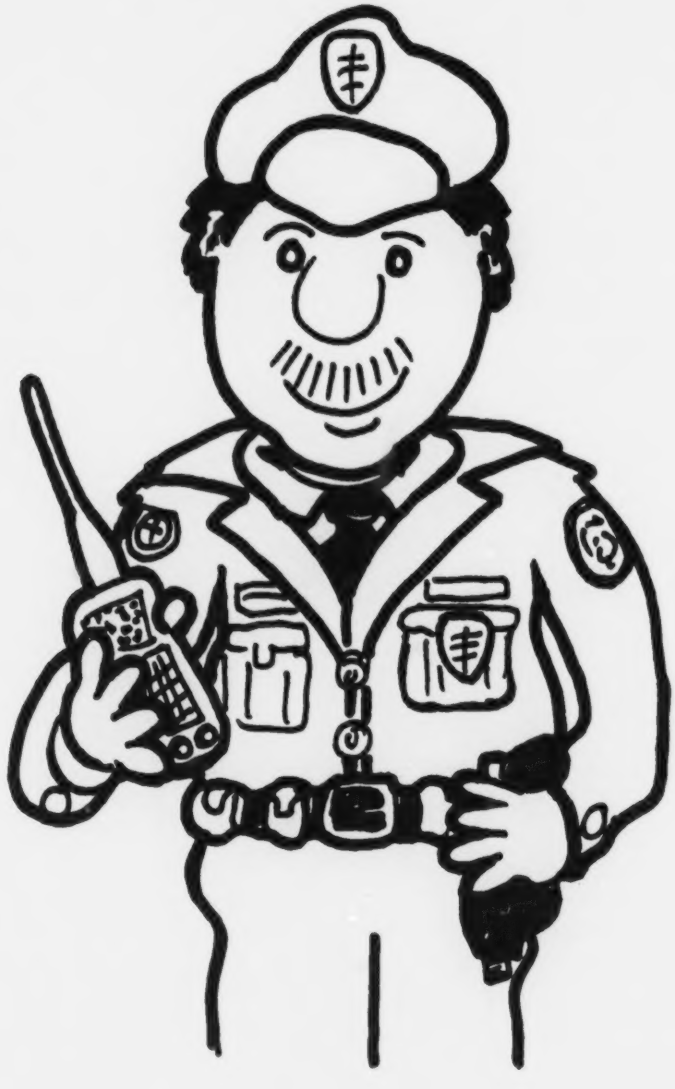
Doctor



TEACHER

Emergency Helper

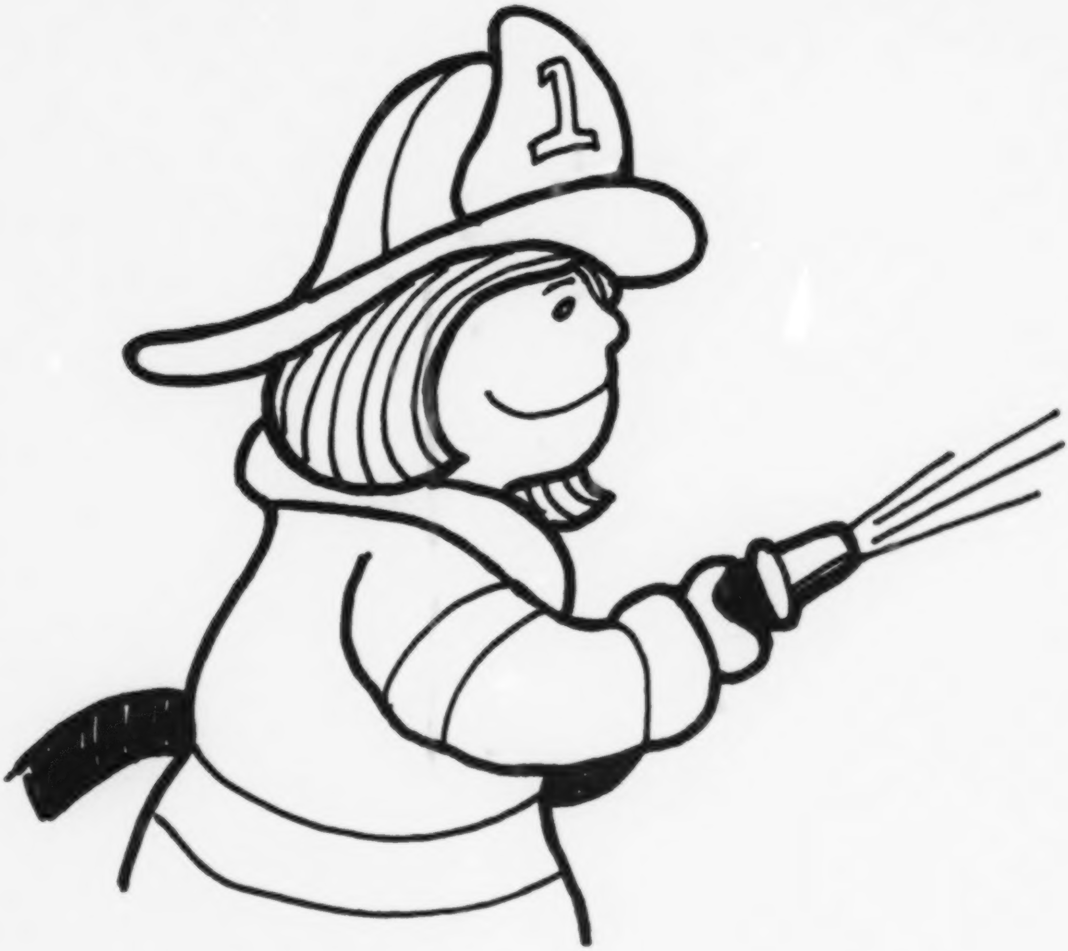
Police Officer



TEACHER

Emergency Helper

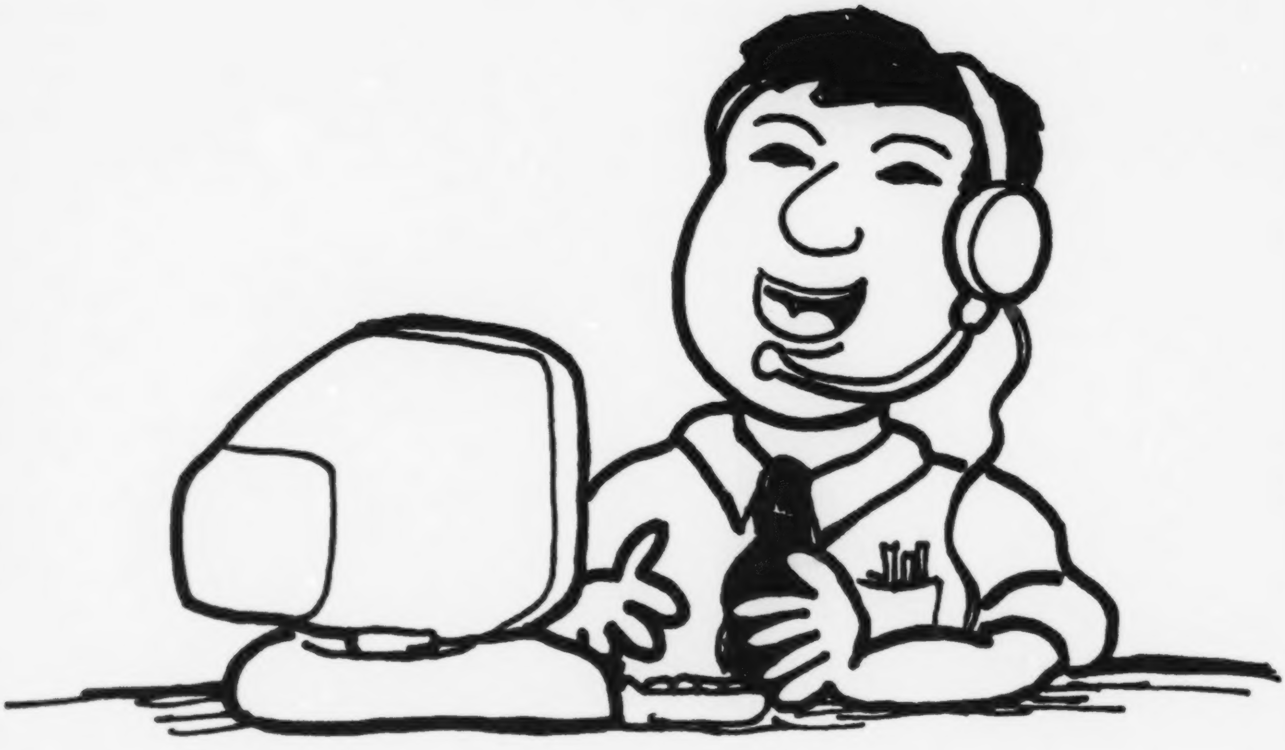
Firefighter



TEACHER

Emergency Helpers

Operator



Name ______________________________________

My Important Numbers

My Telephone Number

___ ___ ___ - ___ ___ ___ ___

①	①	①	①	①	①	①
②	②	②	②	②	②	②
③	③	③	③	③	③	③
④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨
⓪	⓪	⓪	⓪	⓪	⓪	⓪

Where I Live

____

____

____

LETTER

Children's Safety

Dear Family:

Your child will be studying a comprehensive health curriculum, *Actions for Health,* this year. These lessons offer children information about a wide range of health topics and teach skills that help children take action to stay healthy. This early education helps children grow up to be healthy adults.

To begin the health lessons, children are learning about safety and injury prevention at home and at school. Topics include getting to school safely, emergency helpers, making phone calls in an emergency and emergency drills at school.

To help protect children in an emergency, they should know their first and last names, their telephone number and where they live—their address. Please help your child memorize his or her phone number and address. Your child has a worksheet we began in class to help him or her practice your phone number and address. You can help your child complete this worksheet. If you don't have a phone, you may want to have your child memorize the phone number of a close friend or relative to contact in an emergency.

If you have any questions, please call.

Sincerely,

____

LESSON

3

Being Safe in an Emergency

Objective

Children will be able to follow safe procedures during emergency drills.

Time

One class period.

Overview

In this lesson, children learn and practice fire drill procedures. They then learn a rhyme about leaving the room during an emergency drill. They also learn and practice procedures for dealing with other emergencies.

Integration

Art.

Teacher Materials and Preparation

HAVE:
✓ Art supplies (crayons or markers) for children.
✓ Index cards, one for each child.

COPY:
✓ **Walk One by One** worksheet, one for each child.

MAKE:
✓ **Walk One by One** index cards, one for each child. See **Walk One by One *Directions***.

PREPARE:
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children with the **Walk One By One** worksheet (optional).

REVIEW:
✓ **Fire Drill Song.**
✓ **Emergency Procedures *Teacher Background Information*.**

Procedure

■ Remind children that they have been learning ways to be safe. Tell them that fire drills help keep us safe by teaching us what to do in case of a fire. Review the fire drill procedures for your school with children. You may want to stress the following points.

- Stop what you are doing when the alarm sounds.
- Line up quietly in single file.

- Walk quietly, with "big ears," but quickly, following the teacher's directions.

Then sound the alarm or ring a bell, and have children practice a fire drill. Take the class outside to the designated area, then sound the all-clear signal. Tell children that when the all-clear signal sounds, they can return quietly, in a single-file line, to the classroom.

- Teach children the **Fire Drill Song**.

- Teach children any other emergency procedures that are appropriate for conditions in your area, e.g., earthquake or tornado or hurricane procedures. See **Emergency Procedures** ***Teacher Background Information***.

- Distribute the **Walk One by One** worksheet. Show children how to color and cut out the children on the worksheet.

Give each child a prepared index card. Help children write their names on the back of the card. Show them how to insert the figures they cut out of the worksheet in the slits in the index card. Tell children this project will remind them to walk one by one when leaving the room during an emergency drill.

Center Connection

- Set up a learning center for the **Walk One by One** worksheet, where classroom helpers can help students complete the activity.

Evaluation

Evaluate children's participation in the emergency drills for their ability to follow safe procedures.

Follow-Up/Extension

Take pictures of children participating in the emergency procedures, for example, lining up, walking out of the room, meeting in the designated area. Post the pictures in the classroom as a reminder for children.

Suggested Resources

Stories

When There Is a Fire, Go Outside. D. Chlad. Chicago: Children's Press.

Songs, Poems and Fingerplays

Finger Frolics: Fingerplays for Young Children. "The Fireman." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House. (Change "fireman" to firefighter.)

Learning Basic Skills (Through Music, Volume III). "Safe Way." Hap Palmer. Freeport, NY: Educational Activities.

Sing Your Sillies Out. "Fire Fighter." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

Others

Safety Is No Accident: Children's Activities in Injury Prevention. W. M. Kane, with K. E. Herrera. Santa Cruz, CA: ETR Associates. This book includes activities around fire safety.

Emergency Procedures

Teacher Background Information

Most schools have emergency procedures in place. Be sure you are thoroughly familiar with these procedures and your responsibilities. Fire drills and other emergency drills should be practiced regularly throughout the year. Such practice will reinforce children's learning.

Every school should have regular fire drills. The prevailing weather and geographical conditions of your area will help determine other emergency procedures to review with your students. Check with your local chapter of the American Red Cross for information about disaster procedures for your area. Many local telephone directories also include information about preparing for and surviving natural disasters.

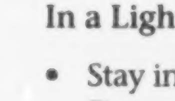
The following information suggests some generally important points in preparing to deal with a variety of emergencies.

In Case of Fire

- Plan an escape route, both at school and at home.
- Leave the building quickly and calmly.
- Before opening doors, touch them to be sure they are not hot.
- Stay low to avoid smoke.
- If your clothes catch on fire, Stop, Drop and Roll to put out the flames.
- Never go back into a burning building.
- Call the emergency number (911) or the fire department.

In a Lightning Storm

- Stay inside.
- Do not use electrical appliances.
- Use the telephone only for emergency calls.
- If you are outside, stay away from tall buildings and trees, and stay low (close to the ground).
- Stay away from power and telephone lines.



In a Hurricane

- Stay inside.
- Stay away from glass (mirrors, windows, pictures), heavy furniture and brick walls or fireplaces.
- Put your arms over your head to help protect yourself from falling objects.

In a Tornado

- Stay inside.
- Go to a basement or storm cellar.
- If a basement or storm cellar isn't available, sit in a corner.
- Stay away from glass (mirrors, windows, pictures), heavy furniture and brick walls or fireplaces.
- Put your arms over your head to help protect yourself from falling objects.

In an Earthquake

- Stay inside.
- Take cover under a desk or sturdy table or in a doorway, and stay there until the ground stops shaking.
- Stay away from glass (mirrors, windows, pictures), heavy furniture and brick walls or fireplaces.
- If you are outside, stay out in the open, away from buildings and power lines.

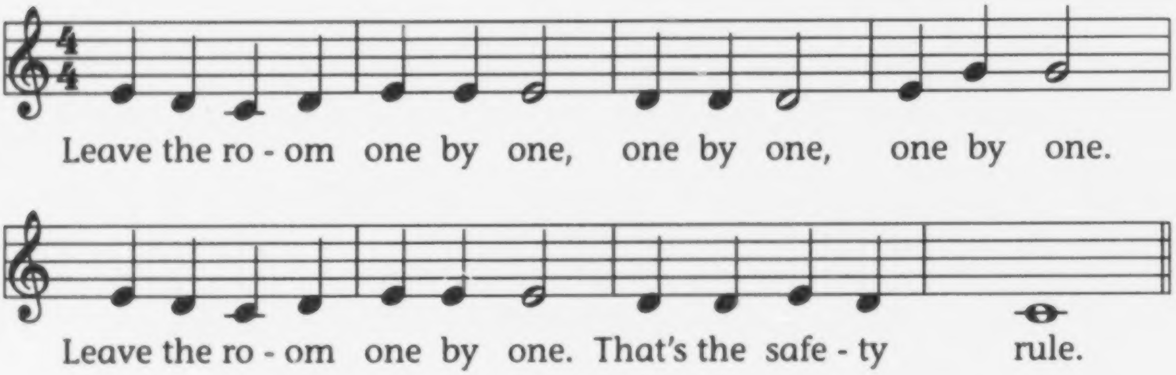
TEACHER

In a Blizzard

- Stay inside.
- Stay away from glass (mirrors, windows, pictures), heavy furniture and brick walls or fireplaces.
- Gather warm clothing.
- If you are outside, cover your head and other bare skin. Use all available clothing.
- If you are outside and can't find shelter, dig a snow cave or find shelter behind a large rock or tree.
  - Curl up in a ball or with another person.
  - Put your hands under your arms to keep them warmer.
  - Eat snow, but melt it slowly in your mouth.

Fire Drill Song

(Sung to the tune of "Mary Had a Little Lamb.")


Leave the ro - om one by one, one by one, one by one.
Leave the ro - om one by one. That's the safe - ty rule.

Walk, don't run, 'cause falling isn't fun,
falling isn't fun,
falling isn't fun.
Walk, don't run, 'cause falling isn't fun.
That's the safety rule.

TEACHER

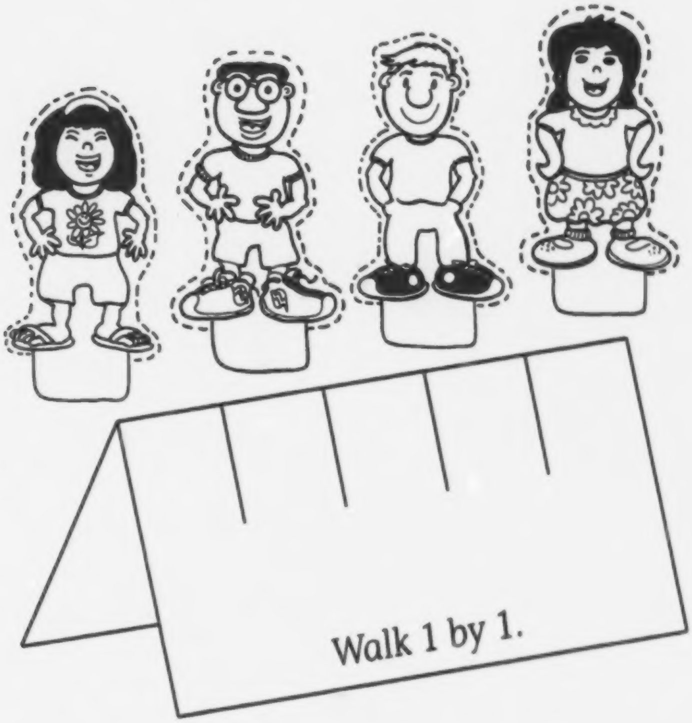
Walk One by One

Directions

Materials

- 3" x 5" index cards, one for each student.
- scissors

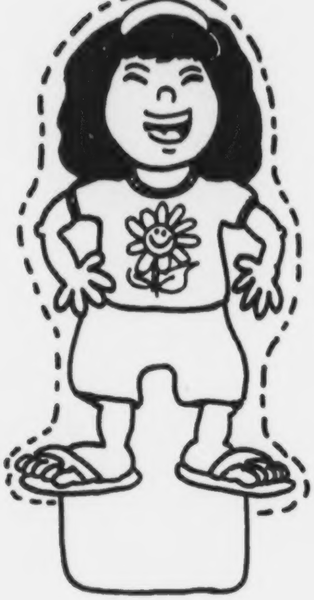
Fold the cards in half and cut four evenly spaced 3/4" slits, cutting from the fold down, in each card. On one side of the card, print along the bottom, "Walk 1 by 1." The figures will be inserted in the slits in the card.

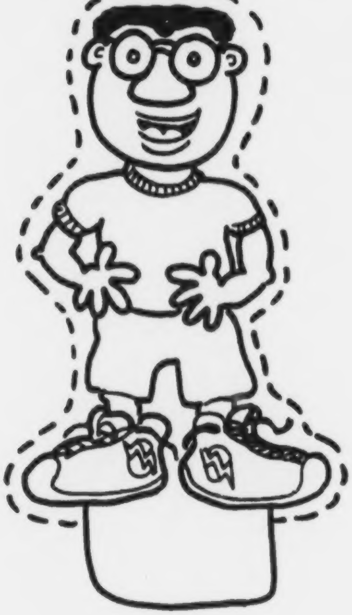


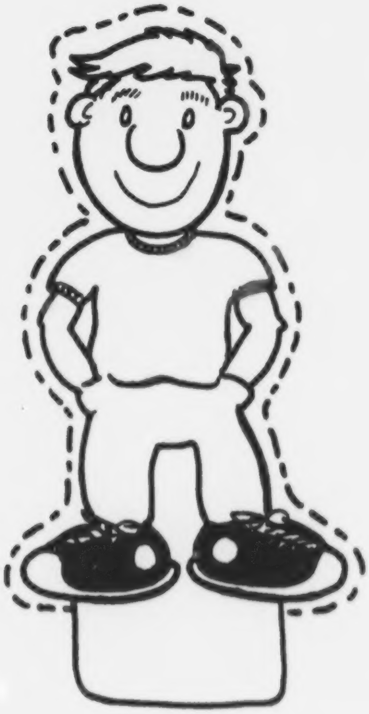
6 D

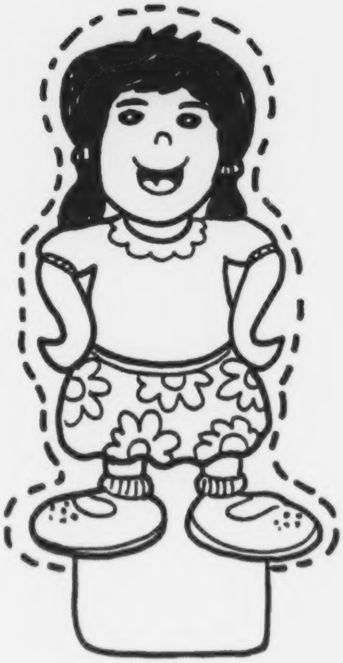
Name ______________________________

Walk One by One









UNIT II

We Are All Special

LESSON

4

I Am Special

Objective

Children will be able to list ways they are special.

Time

One to three class periods.

Overview

Unit II: We Are All Special begins with a lesson about some of the differences among people. The lesson emphasizes that our differences help make us special.

The lesson begins with the discussion of a poster about differences. Children learn to sing or chant a good morning song in different languages. They then locate on a globe the countries where those languages are spoken. They also discuss different skin tones. Children then color some pictures on the poster and list two ways they are special.

Integration

Language arts, music, science, social studies.

Teacher Materials and Preparation

HAVE:

✓ *It's Great to Be Different!* activity poster, one for each child.
✓ Globe.
✓ Piece of yarn long enough to wrap around the equator of the globe.
✓ Flashlight.
✓ Musical instrument to accompany song (optional).
✓ Art supplies (crayons or markers) for children. Be sure you have appropriate colors to match skin tones (beige, light yellow, dark brown, black, pink). *Note:* Crayola makes crayons in a variety of skin tones.

PREPARE:

✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the chart on the *It's Great to Be Different!* posters (optional).

REVIEW:

✓ **Good Morning Song.**

Procedure

■ Show children the *It's Great to Be Different!* activity poster. Ask them to name some differences between the two boys on the cover. Possible responses include:

- very curly hair and straighter hair
- darker hair and skin tone and lighter hair and skin tone
- purple shirt and gray and white shirt

Children may also want to speculate on other ways the boys are different. Accept all responses. Then encourage children to speculate about ways the boys are alike. You may want to suggest some of the following points:

- Both children are boys.
- They're about the same size.
- They may be the same age.
- They both have feelings.
- They may like to do some of the same things.

Emphasize that the boys have many similarities, just as people do all around the world. However, we are all different, too, and our differences help make us special.

■ Show children the second page of the activity poster. Read the sentence "We speak many different languages." Show children the globe and point out the approximate location of your area. Tell children this is where they live. Explain that in the United States, most people speak the English language, although many people speak other languages, too.

Ask children if they speak any other languages or know the name of any other languages. If your students do speak other languages, ask them how to say good morning in the languages they speak.

As different languages are mentioned, point out on the globe some countries where each language is spoken. Explain that these are just some of the many languages used on our planet Earth. Tell children that there are almost three thousand different languages spoken in the world. Emphasize that the language we speak is very special to us, but learning other languages is fun, too.

■ Sing or chant the **Good Morning Song** in English. Sing or chant the **Good Morning Song** in some of the other languages your students mentioned, if provided, or in some of the other languages provided.

■ Read students the next sentence on the second page of the activity poster, "Our skin tones are different." Explain that the skin's color is caused by the amount of pigment, a special coloring, in the skin. Tell children that the color of our skin is one way the body learned to become comfortable with the weather where our ancestors (people who lived a long time ago) lived.

People who lived in the hottest parts of the earth developed darker skin to help protect them from the sun. Darker skin is not burned by the sun as easily as lighter skin (although even dark-skinned people can get sunburned). People who lived in the colder parts of the earth had lighter skin, because the sun was not so bright and hot where they lived.

Circle the globe at the equator with a piece of yarn. Ask a child to shine the flashlight on the equator as you rotate the globe. Tell children to pretend that the flashlight is the sun.

Point out that the light is brightest at the equator. Tell children that people who lived in countries near the equator often had darker skin to help protect them from the sun. Emphasize the wonderful job the body does to use skin tones to help protect people from the sun.

■ Read children the rest of the activity poster. Distribute the posters and art supplies. Tell children to open the poster up all the way. Point out the space for their name. Tell them to color the children on this page to show some different skin tones.

Explain that no one has pure black or pure white skin. Tell children that skin tones are a variety of colors—pink, light yellow, light brown, dark brown and combinations of these colors.

As children color the poster, you and classroom helpers should move through the class and ask children what languages they speak and what color their skin tone is. Write the answers on the first two lines of the chart on the poster. Tell children that these are some ways they are special.

Collect the posters and save them for Lesson 5. Tell children they will get to take the posters home to share with their families after the next health lesson.

Center Connection

- Divide the class into cooperative learning groups to work on the posters. Tell children to discuss in their groups the languages they speak and the color of their skin. Have groups choose a reporter to report to the class.

Note: Cooperative learning groups work best when each person in the group has a task. Tasks could include handing out posters, handing out colors, group reporter, etc.

Evaluation

Evaluate children's responses on the activity poster for their ability to list ways they are special.

Suggested Resources

Stories

A Bird Can Fly. D. Florian. New York: Greenwillow Books.

Cornelius. L. Lionni. New York: Pantheon Books.

Crafty Chameleon. M. Hadithi. Boston: Little, Brown.

Green Eggs and Ham. Dr. Seuss. New York: Random House.

Just Like Me. M. H. Ets. New York: Viking.

Some Things Are Different, Some Things Are the Same. M. Dantzer-Rosenthal. Niles, IL: Albert Whitman.

Swimmy. L. Lionni. New York: Alfred A. Knopf.

Yertle the Turtle and Other Stories. Dr. Seuss. New York: Random House.

You Look Ridiculous Said the Rhinoceros to the Hippopotamus. B. Waber. Boston: Houghton Mifflin.

Songs, Poems and Fingerplays

All of Us Will Shine. "East/West," "Everyone Is Differently Abled," "My Body Belongs to Me." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

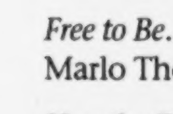
Everything Grows. "Ha Ha Thisaway," "Little White Duck." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Me," "My Arms." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Free to Be…a Family. "Free to Be…a Family," "Yourself Belongs to You." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

Hug the Earth. "Super Kids." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

Sing Your Sillies Out. "You Are a Star" Wolf Trap. Vienna, VA: Wolf Trap Foundation.



Teaching Peace. "See Me Beautiful." Red Grammer. Peekskill, NY: Smiling Atcha Music.

Travellin' with Ella Jenkins. "Greetings in Many Languages," "Thank You in Several Languages." Ella Jenkins. New York: Folkways Records and Service.

When My Shoes Are Loose. "When My Shoes Are Loose." Billy B. Takoma Park, MD: Do Dreams.

Others

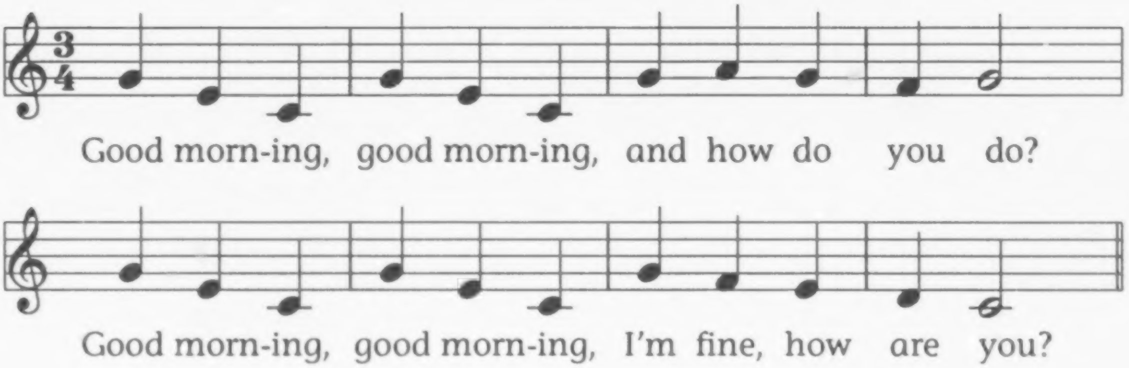
The Multicultural Caterpillar: Children's Activities in Cultural Awareness. A. C. Matiella. Santa Cruz, CA: ETR Associates. Lively activities introduce children to the concept of cultural diversity.

Positively Different: Creating a Bias-Free Environment for Young Children. A. C. Matiella. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers practical suggestions to help children recognize, respect and celebrate diversity.

Talking with Your Child About Prejudice. Santa Cruz, CA: ETR Associates. This easy-to-read pamphlet helps parents teach children to celebrate diversity.

TEACHER

Good Morning Song


3/4
Good morn-ing, good morn-ing, and how do you do?
Good morn-ing, good morn-ing, I'm fine, how are you?

Spanish

Buenos días, buenos días, y como esta?

Buenos días, buenos días.
Estoy bien. Y Usted?

German

Guten morgen, guten morgen.
Wie geht es euch?

Guten morgen, guten morgen.
Mir geht es gut.

French

Bon jour, bon jour. Comment allez-vous?

Bon jour, bon jour. Je vai bien, et vous?

Portuguese

Bom dia (*Bo jia*), bom dia. Como vai voce?

Bom dia, bom dia.
Tudo bem e voce? (*toodo ben ee vo-say*)

Swahili

Jambo watoto, jambo watoto. Karibu rafiki.
(Hello children, welcome friend.)

Jambo watoto, jambo watoto. Karibu rafiki

Japanese *(phonetically)*

Ohio, ohio, gang kee day soo kah.

Ohio, ohio, gang kee day soo enetwa.

LESSON

5

Things We Like to Do

Objective

Children will be able to list ways people are alike and ways they are different.

Time

One class period.

Overview

The lesson begins with a review of the different languages people speak and a discussion of different skin tones. Children then see pictures of and discuss the different kinds of places people live. They talk about how different people like to do different things and make a poster about things they like to do.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ **Good Morning Song**, from Lesson 4.
- ✓ Musical instrument to accompany song (optional).
- ✓ One piece of construction paper in each of the following colors—red, white, yellow, black.
- ✓ Pictures of different kinds of houses from around the world (optional).
- ✓ *It's Great to Be Different!* activity posters, from Lesson 1.
- ✓ Construction paper, one 8-1/2" x 11" or larger piece for each child.
- ✓ Art supplies (crayons or markers) for children.
- ✓ Scissors and glue for children.
- ✓ Magazines for children to cut pictures from.

COPY:

- ✓ **Things I Like to Do** worksheet, one for each child.
- ✓ **Children Are Special** letter, one for each child.

PREPARE:

- ✓ Color the **Homes Around the World** teacher page.
- ✓ Choose a book or story about houses or visiting other people's homes to read to children (optional). See Suggested Resources.
- ✓ Arrange for classroom helpers (aides, adult volunteers, older students) to take children's dictation (optional).
- ✓ Make a cover for a class booklet titled "Things We Like to Do" (optional).

Procedure

- Review the many languages people speak by singing the **Good Morning Song** from Lesson 4. Let children choose three languages to sing.

Hold a piece of red, yellow, black or white construction paper next to your face. Ask children if any of these colors match your skin tone. Remind children that no one has pure red, yellow, black or white skin.

Ask children to name some colors of skin tones (pink, light yellow, light brown, dark brown). Remind them that skin is usually a combination of colors.

- Distribute the *It's Great to Be Different!* activity posters, being sure each child gets his or her poster from the previous lesson. Show children how to open the poster to the third page. Read the sentence "We live in different places, in different kinds of houses."

Tell children the house in the picture is made of adobe, a special kind of clay. Many people in the southwestern United States live in this kind of house.

- Show children the **Homes Around the World** teacher page. Tell them these are some different kinds of homes people live in around the world. Identify the different homes.

Discuss what some of the homes are made of. Talk about what it might be like to live in some of the different homes. *Note:* In this discussion, you will want to be sensitive to your students' living conditions.

- *Optional*: Read a story about homes. Discuss how much fun it is to visit other people's homes.

■ Show children how to turn to the back page of the *It's Great to Be Different!* activity poster. Read the sentence "We like to do different kinds of things."

Copy the sentence onto the board. Ask children what kinds of things they like to do. List their responses under the sentence.

■ Have children open the *It's Great to Be Different!* poster all the way. Remind them that they've already listed two ways they are special on the chart. Tell them that today they can take the poster home to share with their families. Suggest that they ask their families to help them list some additional ways they are special.

■ Distribute the **Things I Like to Do** worksheet. Tell children the words on the worksheet, "Things I Like to Do," are the title for a picture they are going to make. Add that the pictures are of Bernie Bat and his cousin Blanca. Bernie and Blanca will be helping them learn more about health this year.

Distribute construction paper, art supplies, magazines, scissors and glue. Tell children to color and cut out the title and the pictures on the worksheet and glue them to the construction paper. Then tell children to cut pictures that show some things they like to do out of the magazines and glue the pictures to the worksheet. *Or* let children draw pictures of things they like to do on the paper.

Optional: Encourage children to describe their pictures by dictating to you or classroom helpers, copying words off the list on the board or using their own invented spelling.

■ Discuss with children ways people are alike and different in the following areas:

- skin tone
- languages they speak
- places they live
- things they like to do

Emphasize that we are all alike in many ways, but our differences make us special and unique.

Center Connection

- Set up a learning center for the **Things I Like to Do** worksheet. Let children work with classroom helpers at the center to make and describe their pictures.

Evaluation

During class discussion, assess children's ability to list similarities and differences among people.

Home/Family Involvement

Distribute the **Children Are Special** letter. Tell children to take the letter home with the *It's Great to Be Different!* activity poster.

Follow-Up/Extension

Collect children's **Things I Like to Do** pictures to make a class booklet titled "Things We Like to Do." Encourage children to look at the booklet to enjoy the variety of things the class likes to do. Display the booklet in the classroom during "open house."

Let children build houses with modeling clay, blocks, craft sticks, etc.

Place different items from homes around the world in the housekeeping area.

Suggested Resources

Stories

The Boy of the Three-Year Nap. D. Snyder. Boston: Houghton Mifflin.

Come Over to My House. T. LeSieg. Beginner Books. New York: Random House.

A Home. N. L. Malone. Scarsdale, NY: Bradbury Press.

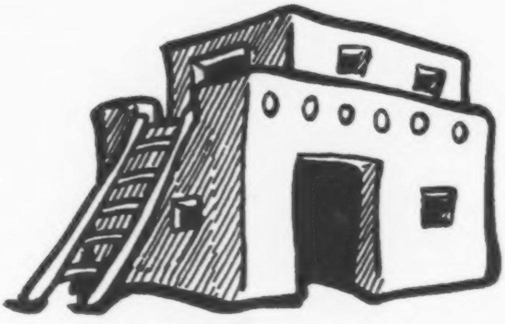
Something Special for Me. V. B. Williams. New York: Mulberry Books.

Tar Beach. F. Ringgold. New York: Crown Publishers.

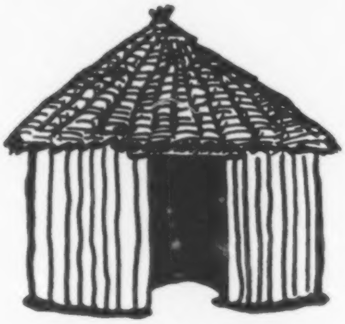
The Three Little Pigs. P. Galdone. Boston: Clarion Books.

TEACHER

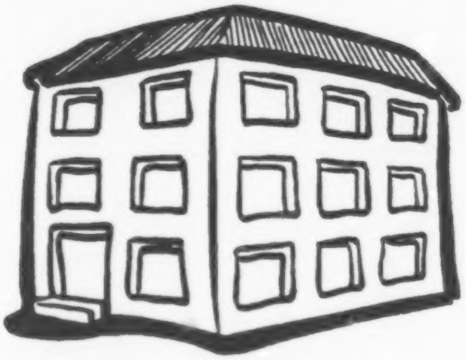
Homes Around the World



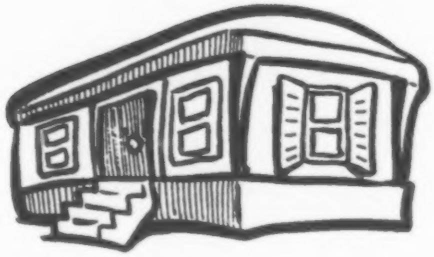
adobe



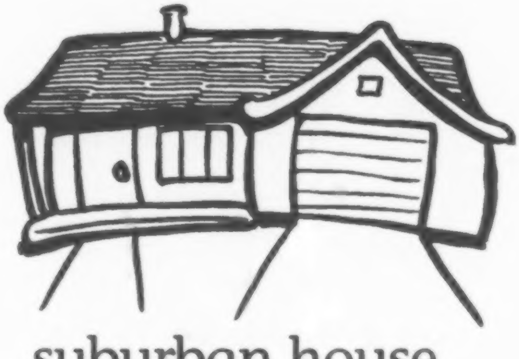
grass house



apartment building



mobile home



suburban house

Name ______________________________

Things I Like to Do

LETTER

Children Are Special

Dear Family:

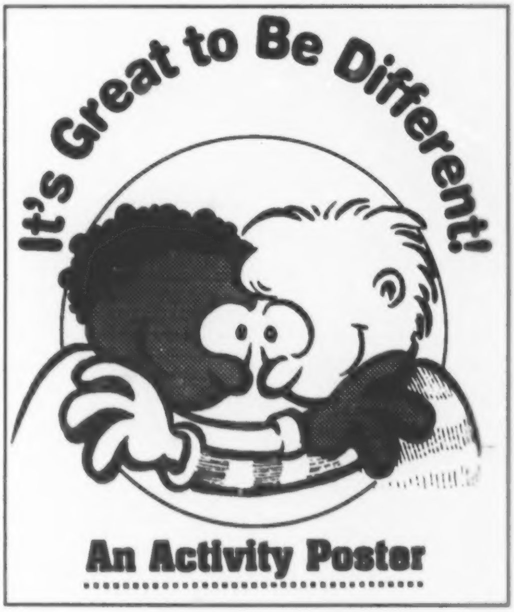
As part of our kindergarten health lessons, we are learning that we are all special. The feeling of uniqueness—that each of us is special—contributes to children's self-esteem.

In school, we are celebrating the differences and similarities of the children in our class. We have talked about how people are different and special in the languages they speak and in their skin tones. We have also talked about how we live in different places, in different kinds of houses, and about the different things we like to do.

Your child has an activity poster to share with you. Please read the poster with your child, and help her or him list three more ways she or he is special.

Sincerely,

____


It's Great to Be Different!
An Activity Poster

LESSON

6

Manners Mean Respect

Objective

Children will be able to demonstrate ways to greet others politely.

Time

One class period.

Overview

Lessons on manners help children learn the importance of showing respect for other people's feelings. To begin this first of three lessons on manners, children hear a story or other creative piece about manners. They then act out ways to greet others.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:
✓ Bathrobe (optional).
✓ Baseball cap or other sports cap (optional).
✓ Two play telephones.
✓ Art supplies (crayons or markers) for children.

COPY:
✓ **Manners Are...** teacher page, one copy (for bulletin board).
✓ **Greetings** teacher page, one copy (for bulletin board).

PREPARE:
✓ Choose a story, song, poem or fingerplay about manners to share with children. See Suggested Resources.
✓ Set up the **Manners Bulletin Board**. See **Manners Bulletin Board *Directions***.
✓ Color the **Greetings** teacher page before posting on the bulletin board (optional).

REVIEW:
✓ **Respect** poem, to read to children.
✓ **Good Greetings Roleplays.**

Procedure

■ Read a story about manners to the children, or teach them a song, poem or fingerplay about manners. Discuss the story or other piece.

- Point out the title "Manners" on the bulletin board. Ask children why we need good manners. Read children the definition of manners from the bulletin board: Good manners show people that you care about them and their feelings. Explain that good manners help us get along with each other.

- Read the **Respect** poem to children. Tell them that manners are one way we respect others. Explain that respect means to care about and be considerate of others. Ask children to list some good manners they know about. Ask children how good manners help us get along.

- Post the **Greetings** teacher page on the bulletin board. Tell children that one important way to show good manners is to greet people politely. Ask children if they know some polite ways to say hello or greet others. What polite greetings do their families use? Call on children to act out the **Good Greetings Roleplays**.

  Note: If your class is culturally or ethnically diverse, you need to be aware and acknowledge that different cultures have different styles of greetings.

Evaluation

Assess children's work in the **Good Greetings Roleplays** for their ability to demonstrate polite greetings.

Follow-Up/Extension

Post the **Respect** poem on the Manners Bulletin Board, or copy it on chart paper to post in the classroom. Take pictures of students demonstrating good manners and put them up on the bulletin board or around the chart. You may want to write captions to go with the pictures.

Suggested Resources

Books

Alfie Gives a Hand. S. Hughes. New York: Lothrop, Lee and Shepard Books.

Bear, Your Manners Are Showing. K. A. Meyer. Cincinnati, OH: Standard Publishing.

The Berenstain Bears Forget Their Manners. S. and J. Berenstain. New York: Random House.

Clifford's Manners. N. Bridwell. New York: Scholastic.

Everybody Takes Turns. D. Corey. New York: Henry Holt.

George and Martha, One Fine Day. J. Marshall. Boston: Houghton Mifflin.

The Grouchy Ladybug. E. Carle. New York: Thomas Y. Crowell.

I Can't Wait. E. Crary. Seattle, WA: Parenting Press.

Jamaica's Find. J. Havill. Boston: Houghton Mifflin.

Little Witch's Big Night. D. Hautzig. New York: Random House.

May I? J. Riehecky. Chicago: Children's Press.

My Name Is Not Dummy. E. Crary. Seattle, WA: Parenting Press.

Ton and Pon: Big and Little. K. Iwamura. Scarsdale, NY: Bradbury Press.

What Do I Say. N. Simon. Niles, IL: Albert Whitman.

Songs, Poems and Fingerplays

And One and Two. "Good Day Everybody," "Sharing." Ella Jenkins. New York: Folkways Records and Service.

Baby Beluga. "Thanks a Lot," "To Everyone in All the World." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Everything Grows. "Little White Duck." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Being Kind," "Manners," "Please and Thank You," "Table Manners," "Thumbkin." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Free to Be...a Family. "The Stupid Song," "Thank Someone." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

Free to Be...a Family. "Thank Someone." Marlo Thomas and Friends. New York: Bantam Books.

Peace Is the World Smiling. "Make Peace." Various artists. Redway, CA: Music for Little People.

Sing Your Sillies Out. "Cooperate," "Funny Bone Rag." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

Singable Songs (for the Very Young). "Five Little Frogs," "Robin in the Rain," "The Sharing Song." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Teaching Peace. "Say Hi!" "Shake Your Brains," "Teaching Peace," "Use a Word," "With Two Wings." Red Grammer. Peekskill, NY: Smiling Atcha Music.

Travellin' with Ella Jenkins. "Greetings in Many Languages," "Thank You in Several Languages." Ella Jenkins. New York: Folkways Records and Service.

When My Shoes Are Loose. "I'm Just Hungry," "Legs, Slow Down," "When My Shoes Are Loose," "Would You Please." Billy B. Takoma Park, MD: Do Dreams.

Where the Sidewalk Ends. "I'm Making a List," "Pancake?," "Ridiculous Rose," "Tight Hat." S. Silverstein. New York: Harper and Row.

Other

Caring, Sharing and Getting Along: Children's Activities in Social Responsibility. M. D. Johnson. Santa Cruz, CA: ETR Associates. Activities build children's social skills and help teachers create a more cooperative classroom environment.

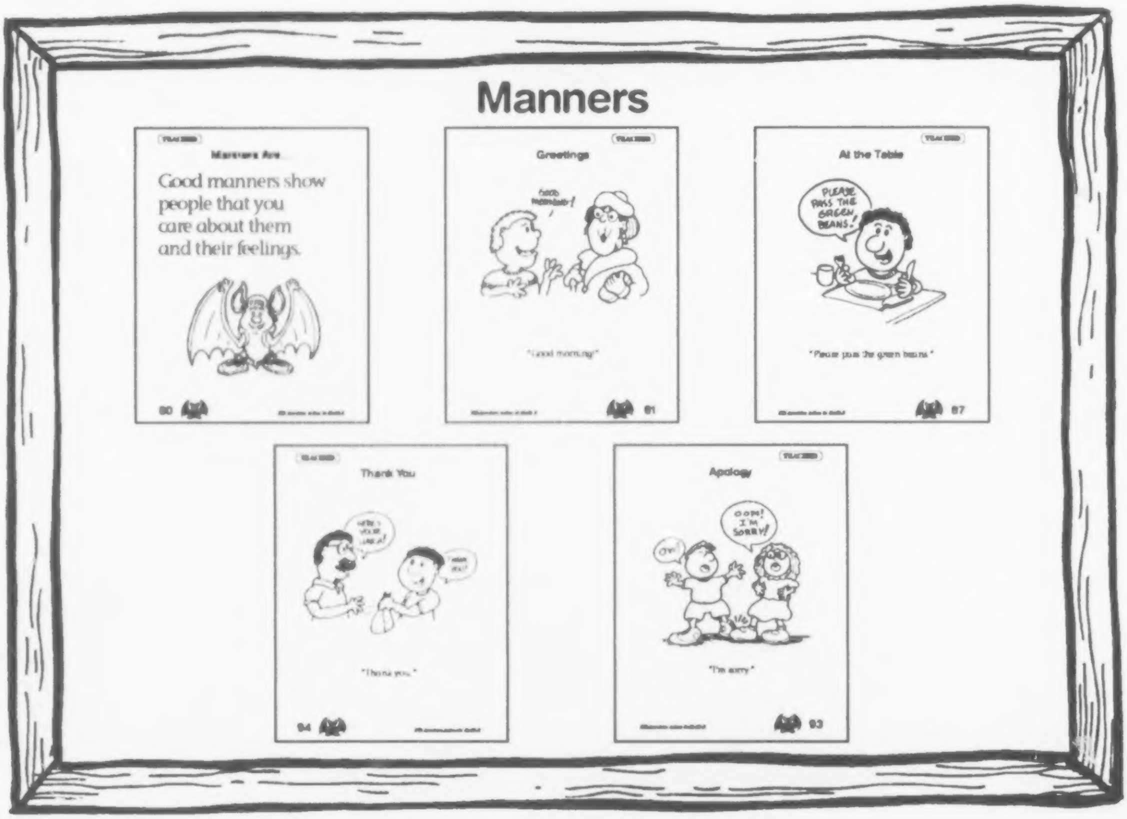
Caring Means Sharing! An Activity Poster. Santa Cruz, CA: ETR Associates. This poster encourages children to think about different ways to share.

TEACHER

Manners Bulletin Board

Directions

Set up a manners bulletin board for the next few lessons. Copy the **Manners Are...** and **Greetings** teacher pages to post on the board. Allow room to post additional teacher pages in later lessons. Make a title, "Manners," for the board.


Manners
Manners Are
Good manners show people that you care about them and their feelings.
Greetings
GOOD MORNING!
"Good morning"
At the Table
PLEASE PASS THE GREEN BEANS.
"Please pass the green beans."
Thank You
"Thank you."
Apology
OOPS! I'M SORRY!
OW!
"I'm sorry."

BEST COPY AVAILABLE

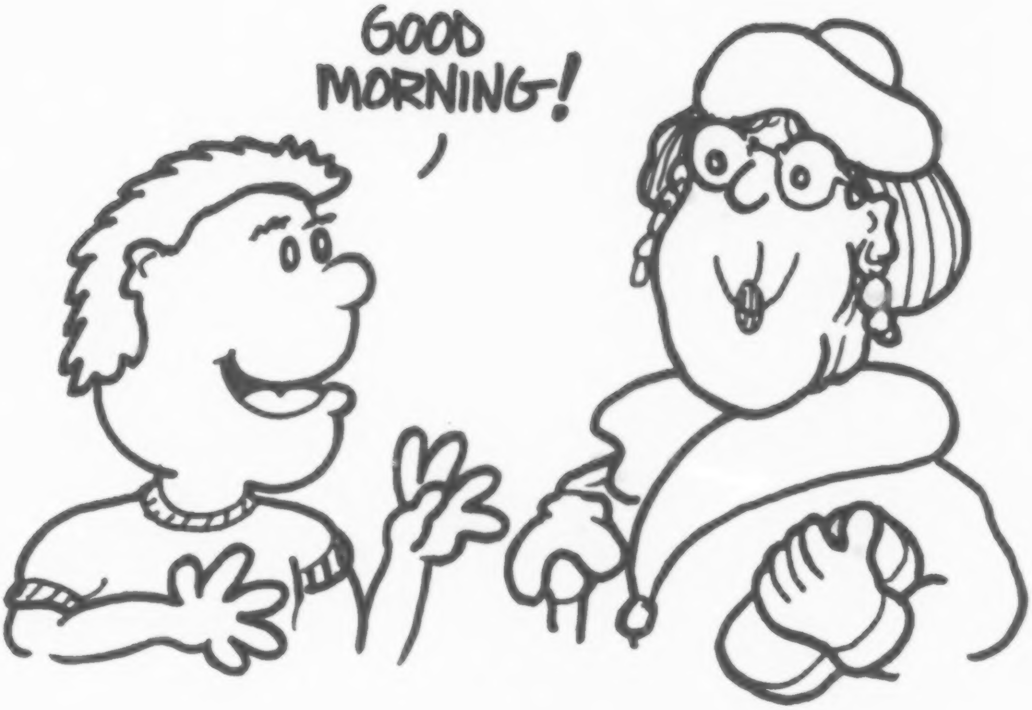
TEACHER

Manners Are...

Good manners show people that you care about them and their feelings.

TEACHER

Greetings


GOOD MORNING!

"Good morning!"

TEACHER

Respect

I want to be kind
as I can be
to all my friends
and family.
I'm not going to punch
or hit or shove.
I'll treat them with respect,
with good manners
and with love.

TEACHER

Good Greetings Roleplays

Directions: Call on different children to perform each roleplay. Begin by playing one role yourself, then have children play both roles.

Roleplay 1

Child or teacher may wear a bathrobe.
Good morning, (*name*).
Good morning, (*name*).

Roleplay 2

Child or teacher may wear a baseball cap.
Good-bye, (*name*).
Good-bye, I had fun playing with you.

Roleplay 3

Good night, (*name*).
Good night, Dad. I love you.

Roleplay 4

Use play telephones.
Hello, this is (*name*). May I please speak to (*name*)?
Thank you for calling me. Good-bye.

LESSON

7

Manners at the Table

Objective

Children will be able to demonstrate good table manners.

Time

One class period.

Overview

The lesson begins with a story or other creative piece about table manners. Children then roleplay some table manners.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:
✓ Tablecloth and napkin (optional).
✓ Table, chairs and dishes from the housekeeping area (optional).

COPY:
✓ **At the Table** teacher page, one copy (for bulletin board).

PREPARE:
✓ Choose a story, song, poem or fingerplay about table manners to share with children. See Suggested Resources.
✓ Color the **At the Table** teacher page before posting on the bulletin board (optional).

Procedure

■ Read a story about table manners to children, or teach them a poem, song or fingerplay about table manners. Discuss the story or other piece.

Use the Manners Bulletin Board to review the definition of manners. Review polite ways to greet people, both in person and on the telephone.

■ Post the **At the Table** teacher page on the bulletin board. Remind children that they should always ask politely for food they would like to have.

Call on children to act out polite table manners. Use the tablecloth and napkin and housekeeping furniture (optional) for props. Tell children to put the napkin on their laps when they sit down to eat.

Have a child ask for a dish by saying "Please pass the...." Tell another child to pantomime passing food. Tell the first child to say, "Thank you."

Tell children they should always offer food to others before they help themselves. Have a child act out offering a dish to someone else. Suggest the child say, "Would you like some...?"

Ask children what they say at their homes when they're ready to leave the table. Suggest that one polite thing to say is "May I please be excused?" Have children act out polite ways to leave the table.

Evaluation

Assess children's responses during the roleplays for their ability to demonstrate polite table manners.

Suggested Resources

Stories

Bread and Jam for Frances. R. Hoban. New York: Trophy.

Everybody Takes Turns. D. Corey. Niles, IL: Albert Whitman.

How My Parents Learned to Eat. I. R. Friedman. Boston: Houghton Mifflin.

Pass the Peas, Please: A Book of Manners. D. Anastasio. New York: Warner.

Stone Soup. A. McGovern. New York: Scholastic.

Sometimes It's Turkey, Sometimes It's Feathers. L. Balian. Nashville: Abingdon Press.

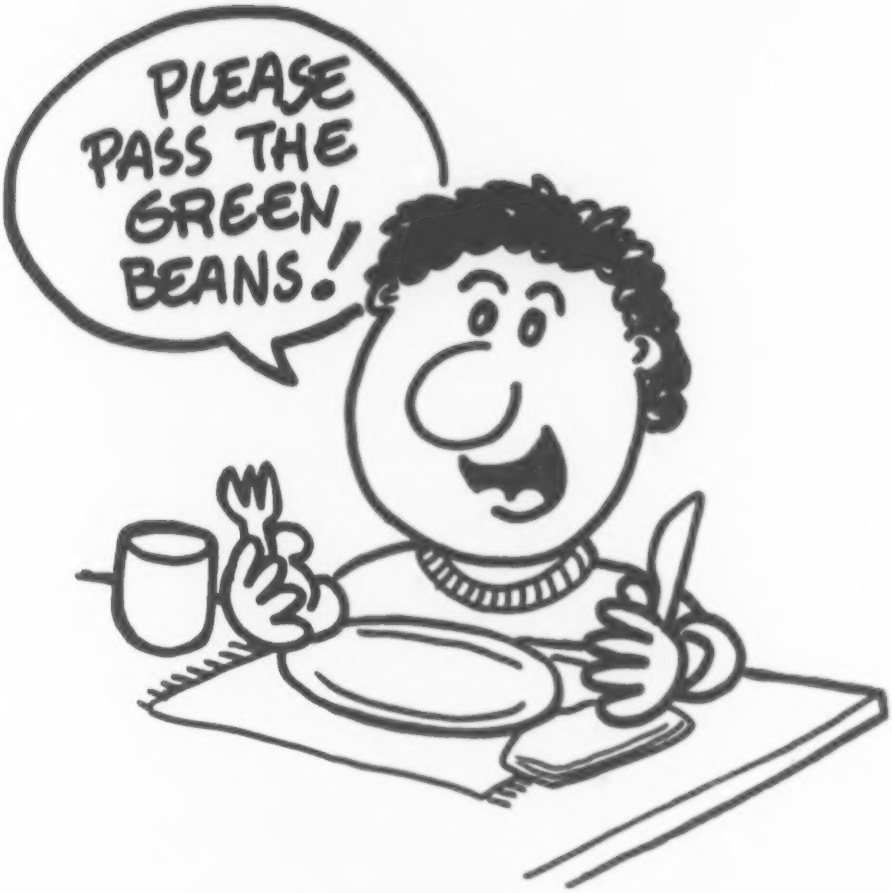
What Do You Say, Dear? S. Joslin. New York: Harper and Row.

Songs, Poems and Fingerplays

Where the Sidewalk Ends. "My Stew." S. Silverstein. New York: Harper and Row.

TEACHER

At the Table


PLEASE PASS THE GREEN BEANS!

"Please pass the green beans."

LESSON

8 Apologies and Thank Yous

Objective

Children will be able to demonstrate polite ways to talk to others.

Time

One or two class periods.

Overview

Children hear a story or poem about manners. After a review of the last two lessons, they participate in roleplays that illustrate other good manners, including saying please and thank you and apologizing.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Book, ball, housekeeping furniture or other props for **Polite Words Scenarios** (optional).

COPY:

✓ **Apology** teacher page, one copy (for bulletin board).
✓ **Thank You** teacher page, one copy (for bulletin board).

PREPARE:

✓ Choose a book or story about manners to read to children. See Suggested Resources.
✓ Color the **Apology** and **Thank You** teacher pages before posting on the bulletin board (optional).

REVIEW:

✓ **Friends** poem, to read to children.
✓ **Polite Words Scenarios.**

Procedure

■ Read a book or story about manners to children. Then read the poem **Friends.**

Use the Manners Bulletin Board to review the definition of manners. Review polite ways to greet people, both in person and on the telephone, and polite table manners.

Discuss how good manners help us be nice to others. Let children brainstorm some ways to be nice to others.

■ Tell children that today they are going to practice some nice ways to talk to others. Explain that one way to be nice to others is to apologize if we hurt someone. Add that people can be hurt on the outside or on the inside.

Explain that an outside hurt is something that hurts the body, for example, if we step on someone's toe. An inside hurt is something that hurts people's feelings, when someone feels sad or unhappy because of something we said or did.

Post the **Apology** page on the bulletin board. Tell children that "I'm sorry" or "Excuse me" are kind words to say if we've hurt someone either outside or inside. Explain that these are ways to apologize for hurting someone.

Have children act out some situations and appropriate apologies. Possible scenarios include:

- stepping on someone's foot
- taking someone else's lunchbox home by mistake
- breaking a dish

■ Tell children that another way to show people we respect and care about them is to say please and thank you. We say please when we ask someone to do something for us. Remind children of the table manners request, "*Please* pass the green beans."

We say thank you for the things people do for us. The polite thing to do at the table is to say thank you when someone passes food to you. Post the **Thank You** page on the bulletin board.

■ Choose some situations from the **Polite Words Scenarios** for children to act out. Discuss the appropriate responses in each situation. You may want to create additional scenarios for more children to act out.

Evaluation

Assess children's work in class scenarios for their ability to demonstrate polite ways to speak to others.

Follow-Up/Extension

Post the **Friends** poem on the Manners Bulletin Board, or copy it on chart paper to post in the classroom. Take pictures of students playing together and put them up on the bulletin board or around the chart. You may want to write captions to go with the pictures.

Suggested Resources

Best Friends. M. Cohen. New York: Macmillan.

Elbert's Bad Word. A. Woods. San Diego, CA: Harcourt, Brace, Jovanovich.

The Elephant and the Bad Baby. E. Vipont and R. Briggs. New York: Putnam.

Friends. H. Heine. New York: Margaret K. Elderry Books.

George and Martha, One Fine Day. J. Marshall. New York: Lothrop, Lee and Shepard Books.

Super Dooper Jezebel. T. Ross. New York: Farrar, Straus and Giroux.

Will I Have a Friend? M. Cohen. New York: Macmillan.

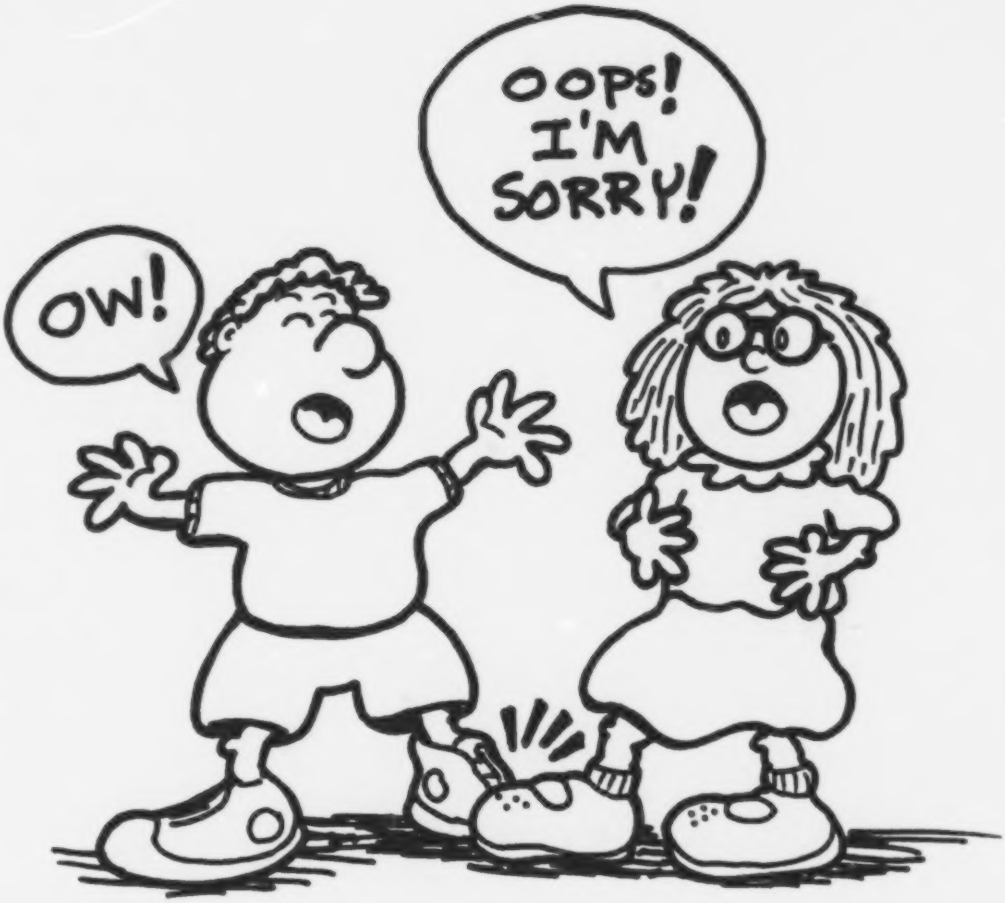
TEACHER

Friends

I like my friends,
so when we are at play,
I try to be very kind
and nice in every way.

TEACHER

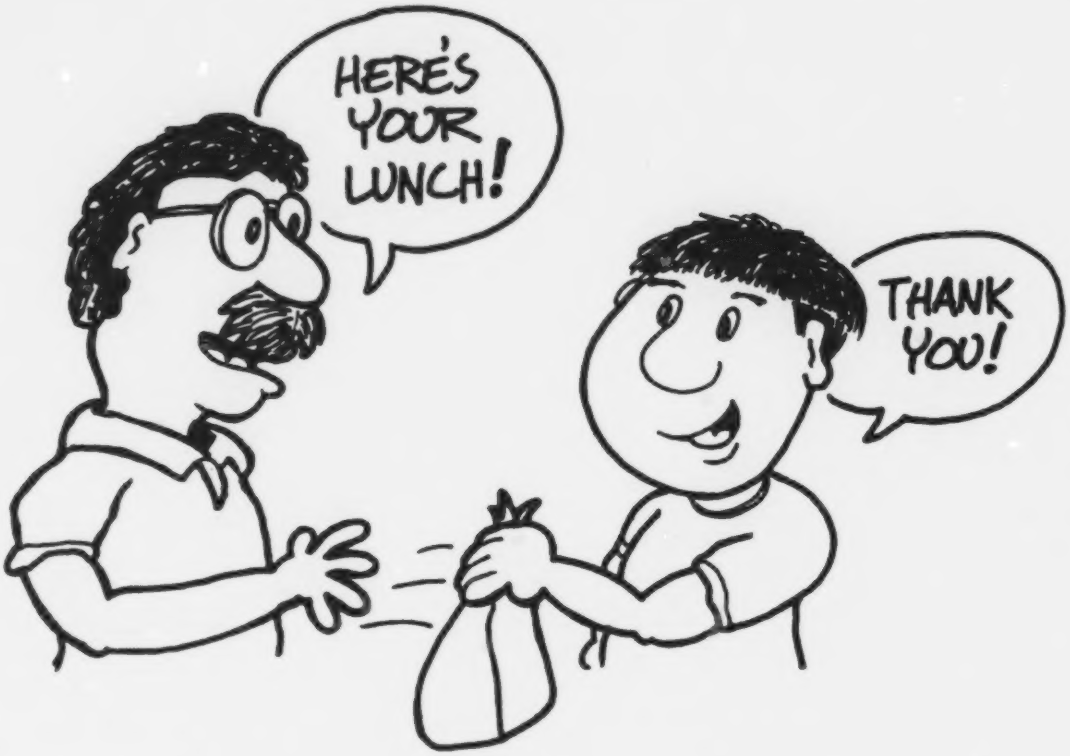
Apology


OW!
OOPS! I'M SORRY!

"I'm sorry."

TEACHER

Thank You


HERE'S YOUR LUNCH!
THANK YOU!

"Thank you."

TEACHER

Polite Words Scenarios

Directions: Choose some situations for children to act out. Read the scene to children and have them use their polite words. You may want to have props (books, ball, housekeeping furniture) available for children to use. Feel free to create additional scenarios for children to act out.

Situation 1

You would like a book off a high shelf. Politely ask your mom for the book and then thank her for helping you.

Situation 2

You would like to play with your friend's ball. Ask your friend for permission to play with the ball. Then thank your friend for sharing.

Situation 3

You are at the dinner table, and you would like some salad. Ask your brother to pass the salad. Then thank him for helping you.

LESSON

9

Talking About Feelings

Objective

Children will be able to talk about their feelings.

Time

Two or three class periods.

Overview

A poster about feelings introduces this lesson on feelings. A puppet play with stick puppets demonstrates a way to talk about feelings. After children roleplay some situations related to feelings, they make their own stick puppets to depict feelings.

Note: Be sure to set up class groundrules before beginning personal discussions of feelings. See "Groundrules" in How to Use This Curriculum.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ **Our Special Feelings**, an *Actions for Health* poster. (See example on teacher page.)
✓ Paper plates, one for each child.
✓ Popsicle sticks or tongue depressors, one for each child.
✓ Yarn, several six-inch strands for each child.
✓ Scissors and glue for children.
✓ Art supplies (crayons or markers) for children.
✓ Old magazines (optional).
✓ Construction paper, one piece for each child (optional).

MAKE:

✓ **Mad Matt** stick puppet.
✓ **Sad Sadie** stick puppet.

PREPARE:

✓ Choose a book or story about feelings to read to children (optional). See Suggested Resources.
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children make "feelings" puppets (optional).

REVIEW:

✓ **Mad and Sad Puppet Play.**
✓ **Sharing Feelings** song, to teach to children.

Procedure

- Show children the **Our Special Feelings** poster. Discuss the feelings pictured on the poster. Help children name the feelings depicted on the poster: sad, mad, surprised, afraid, happy.

Tell children that everyone has feelings. Explain that feelings tell us what is going on inside our bodies. Tell children we need to listen to our feelings, because they can tell us about things we need to do. Paying attention to our feelings can help us feel better.

Add that sometimes we don't know what to do about our feelings. Tell children that one thing we can do is talk about our feelings. Explain that talking about feelings can help us feel better.

Tell children that feelings are inside of us, so we can't touch them with our hands. Explain that feelings can be touched with words. Tell children that when we learn to talk about our feelings, we can ask for a hug when we feel afraid, laugh and smile when we feel happy, cry when we feel sad, talk when we feel mad and ask for help when we feel embarrassed.

Emphasize that all feelings are OK, but we have to learn how to talk about them in ways that help us feel better. Explain that it's OK to feel angry or mad, but it's not OK to hit people or break things when we're angry.

Note: Be sensitive to the cultural backgrounds of the children in your class. Different cultures have different acceptable methods of expressing anger and other emotions.

- Show children the **Mad Matt** and **Sad Sadie** stick puppets. Tell the class that these two children have a problem. Use the puppets to act out the **Mad and Sad Puppet Play**. Discuss the play with children. Explain that hitting or calling each other names won't solve Mad Matt and Sad Sadie's problem. It might even make the problem bigger.

Explain to children that it's OK to talk about feeling angry, but it isn't OK to do things that would hurt other people or things. It isn't OK to yell at people, hit people or break things. But it is OK to feel angry and tell people how you feel.

Ask the class for other ideas about what Matt and Sadie could do. Suggest that talking about how they feel and why they feel that way can help solve problems. Emphasize that Matt talked about how he felt when Sadie pushed him, using the words *I feel*. Point out that Sadie apologized. Remind children that saying I'm sorry is a way to show others we respect and care about them.

■ Ask for volunteers to talk about some feelings they have at school. Encourage children to use the words *I feel… when…* as they describe their feelings in different situations. Encourage them to talk about feeling mad, sad, afraid and embarrassed.

■ Ask for volunteers to roleplay some situations that show mad, sad, afraid or embarrassed feelings. Remind children to continue to use the *I feel… when…* pattern to describe feelings. Choose from the following situations or suggest other situations that are appropriate for your class.

- One child is teasing another.
- One child takes a ball from another child.
- Two children want to sit in the same chair. One child feels angry.
- Some children are teasing another child about wearing glasses.
- One child calls another child a name.

■ Remind children that we are all different and special. Suggest that we need to treat people who are different than we are with respect and care.

Talk about how children who are hearing- or sight-impaired or in wheelchairs or on crutches might feel when others tease them or make fun of them. You may also want to discuss children with learning disabilities. Have children roleplay some of the following situations featuring children with disabilities.

- Some children are teasing a child who doesn't hear very well and wears a hearing aid.
- One child is making fun of the way another child walks.
- A child in a wheelchair wants to play ball with some other children.

- Teach children to sing the **Sharing Feelings** song or another song about feelings. (See Suggested Resources.)

- Distribute supplies for puppets—paper plates, yarn, popsicle sticks or tongue depressors, scissors, glue and crayons or markers. Tell children to draw a face on the paper plate to make their own "feelings" puppets. Tell them they can draw any kind of feeling face they want—mad, sad, happy, surprised, afraid, embarrassed.

Show children how to glue a popsicle stick or tongue depressor to the back of the paper plate to make a stick puppet. Tell children they can use the puppets to act out their own feelings scenarios. Encourage children to name the puppet and describe the feeling the puppet depicts. Write the feelings and names on the puppets.

Note: Children can name and describe their puppets by dictating to you or to classroom helpers or by using invented spelling. You can also list feelings words on the board for children to copy.

Center Connection

- Set up a learning center for the "feelings" puppets. Have classroom helpers help children make, name and describe their puppets.

- Set up a learning center with magazines, scissors, glue and construction paper. Let children look for and cut out pictures that show how people feel. Have them dictate stories to classroom helpers about the people in the pictures and how they feel. Write or glue the stories at the bottom of the pictures. Collect the pictures and post them around the room or make a class booklet about feelings.

Evaluation

Assess children's work in class roleplays and on the "feelings" puppets for their ability to identify feelings.

Follow-Up/Extension

Read a story about feelings to children. (See Suggested Resources.) Discuss the story with children.

Divide the class into cooperative learning groups to create and act out additional feelings scenarios, using the "feelings" puppets they made.

Suggested Resources

Stories

Alexander and the Terrible, Horrible, No Good, Very Bad Day. J. Viorst. New York: Macmillan.

Apple Pie and Onions. J. Caseley. New York: Greenwillow Books.

Ask Mr. Bear. M. Flack. New York: Macmillan.

The Balancing Girl. B. Rabe. New York: E. P. Dutton.

A Bargain for Frances. R. Hoban. New York: Scholastic. A story about feeling mad.

Feelings. Aliki. New York: Mulberry Books. A good background book on feelings.

Geraldine's Blanket. H. Keller. New York: Greenwillow Brooks.

The Giving Tree. S. Silverstein. New York: Harper and Row.

The Grouchy Ladybug. E. Carle. New York: Thomas Y. Crowell.

Grownups Cry Too. N. Hazen. Carrboro, NC: Lollipop Power.

Happiness Is a Warm Puppy. C. M. Schulz. New York: Scholastic. A book about feeling happy.

Hold My Hand. C. Zolotow. New York: Harper and Row.

I Have Feelings. T. Berger. New York: Behavioral Publications.

I'll Always Love You. H. Wilhelm. New York: Crown Publishers.

Ira Says Goodbye. B. Waber. New York: Scholastic. A story about feeling sad.

Ira Sleeps Over. B. Waber. New York: Scholastic. A story about feeling embarrassed.

Jessica. K. Henkes. New York: Scholastic.

Let's Be Enemies. J. M. Udry. New York: Harper and Row.

Let's Be Friends Again. H. Wilhelm. New York: Crown Publishers.

Little Monster at School. M. Meyer. New York: Golden Press.

Moving Day. T. Tobias. New York: Random House.

My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins or Things. J. Viorst. New York: Aladdin Books.

A New Dress for Maya. M. Blackman. New York: Scholastic.

The Paper Crane. M. Bang. New York: Mulberry Books. A story about feeling surprised.

Peter's Chair. E. J. Keats. New York: Harper and Row.

The Quarreling Book. C. Zolotow. New York: Harper and Row.

Some Things Are Different, Some Things Are the Same. M. Dantzer-Rosenthal. Niles, IL: Albert Whitman and Company.

There's a Nightmare in My Closet. M. Mayer. New York: Dial Books.

Tyler Toad and the Thunder. R. L. Crowe. New York: E.P. Dutton. A story about feeling afraid.

A Very Special Critter. G. and M. Mayer. New York: Scholastic. In this Little Critter story, a new student in class rides in a wheelchair.

Watch Out for the Chicken Feet in Your Soup. T. dePaola. Englewood Cliffs, NJ: Prentice Hall.

We Are Best Friends. Aliki. New York: Greenwillow Books.

Where Can It Be? A. Jonas. New York: Greenwillow Books.

Where the Wild Things Are. M. Sendak. New York: Harper and Row.

Will I Have a Friend? M. Cohen. New York: Macmillan.

William's Doll. C. Zolotow. New York: Harper and Row.

Songs, Poems and Fingerplays

All of Us Will Shine. "Let's Be Friends," "There Is a Fine Wind Blowing." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

And One and Two. "Good Day Everybody." Ella Jenkins. New York: Folkways Records and Service.

Baby Beluga. "All I Really Need." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Circle Around. "Bear Hunt," "Hug Bug," "Magic Penny," "Sneakers," "Tickle Tune Typhoon Theme." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

Everything Grows. "Teddy Bear Hug." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "When I Am. . . ." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Free to Be...a Family. "Another Cinderella," "I'm Never Afraid," "It's Not My Fault," "The Stupid Song." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

Free to Be…a Family. "I'll Fix Anthony," "In My Room," "It's Not My Fault," "Some Things Don't Make Any Sense at All." Marlo Thomas and Friends. New York: Bantam Books.

Hug the Earth. Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

Peace Is the World Smiling. "Hug the Earth," "If You're Happy," "Find a Peaceful Thought," "Kid's Peace Song," "Make Peace," "Peace Dove," "Peace Is the World Smiling." Various artists. Redway, CA: Music for Little People.

Sing Your Sillies Out. "Blues Away," "Funny Bone Rag," "The Wind." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

Teaching Peace. "I Think You're Wonderful," "Say Hi!," "Teaching Peace." Red Grammer. Peekskill, NY: Smiling Atcha Music.

Voyage for Dreamers. "Many the Flowers," "When Nighttime Sweeps the Land." Pamela Ballingham. Tucson, AZ: Mother Earth Productions.

Where the Sidewalk Ends. "Afraid of the Dark," "Hug O'War," "Love," "Magical Eraser," "What a Day." S. Silverstein. New York: Harper and Row.

Others

Are You Sad Too? Helping Children Deal with Loss and Death. D. Seibert, J. C. Drolet and J. V. Fetro. Santa Cruz, CA: ETR Associates. This sensitive handbook gives adults concrete suggestions for helping children explore and accept their feelings about loss and death.

Caring Means Sharing! An Activity Poster. Santa Cruz, CA: ETR Associates. This poster encourages children to think about different ways to share.

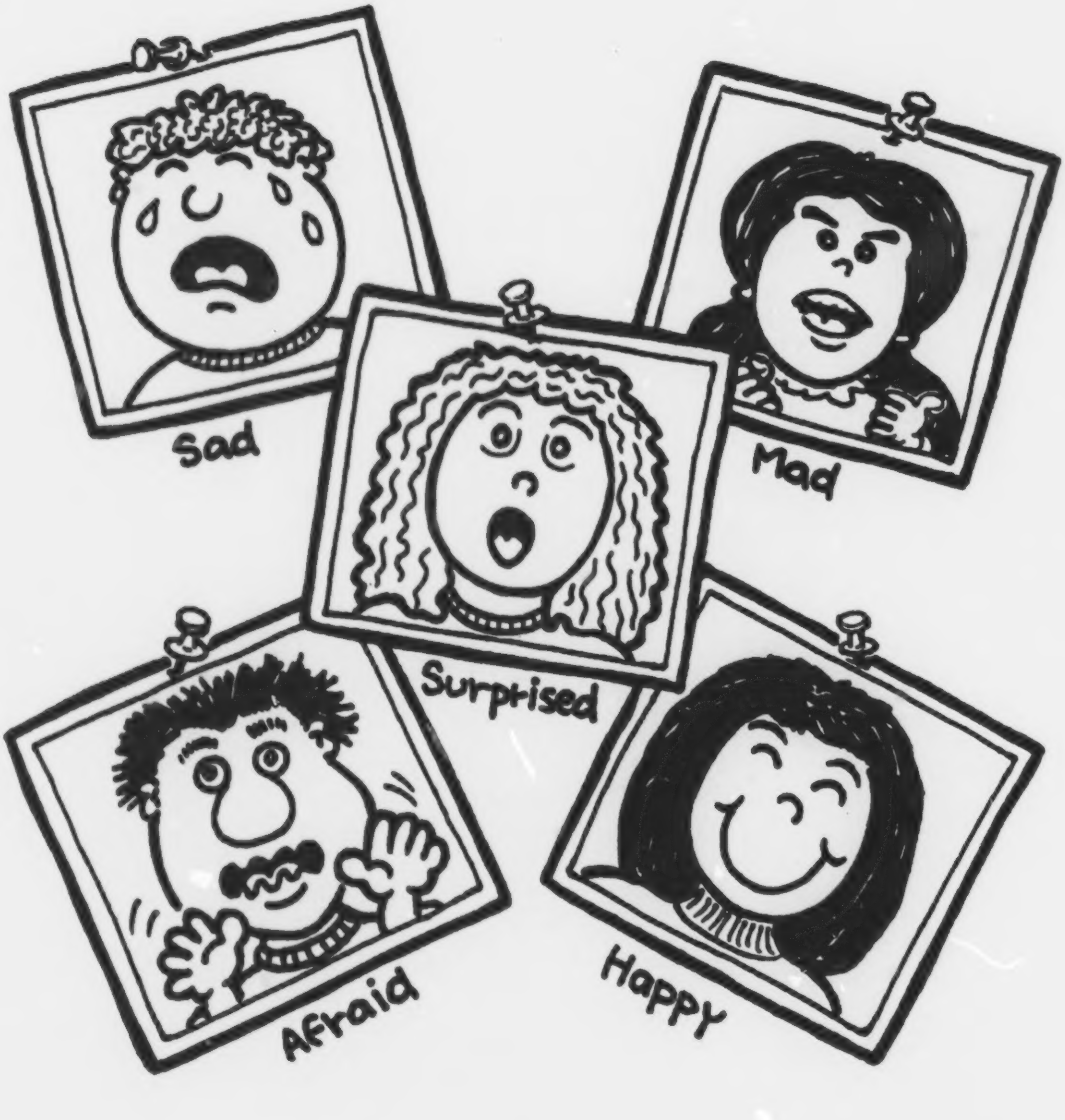
Caring, Sharing and Getting Along: Children's Activities in Social Responsibility. M. D. Johnson. Santa Cruz, CA: ETR Associates. Activities build children's social skills and help teachers create a more cooperative classroom environment.

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers suggestions to help children identify and deal with feelings.

TEACHER

Our Special Feelings

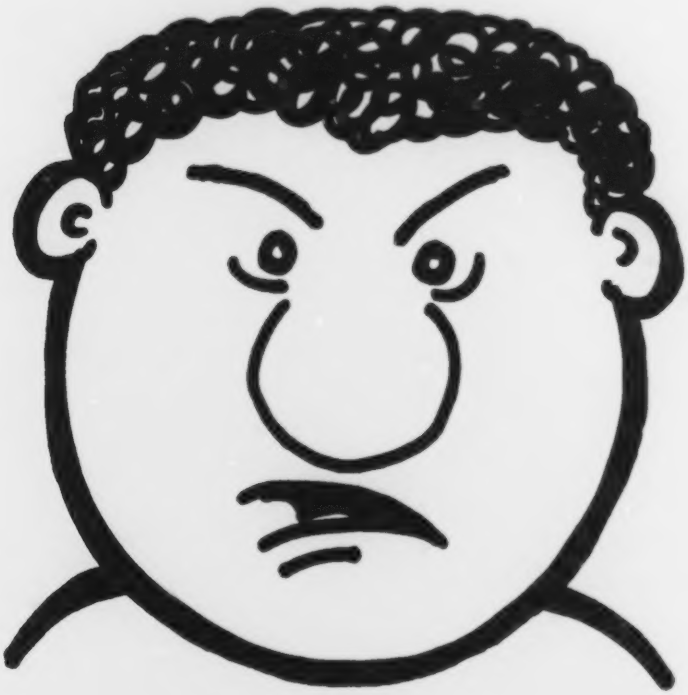
An Actions for Health *Poster*


Sad
Mad
Surprised
Afraid
Happy

TEACHER

Mad Matt

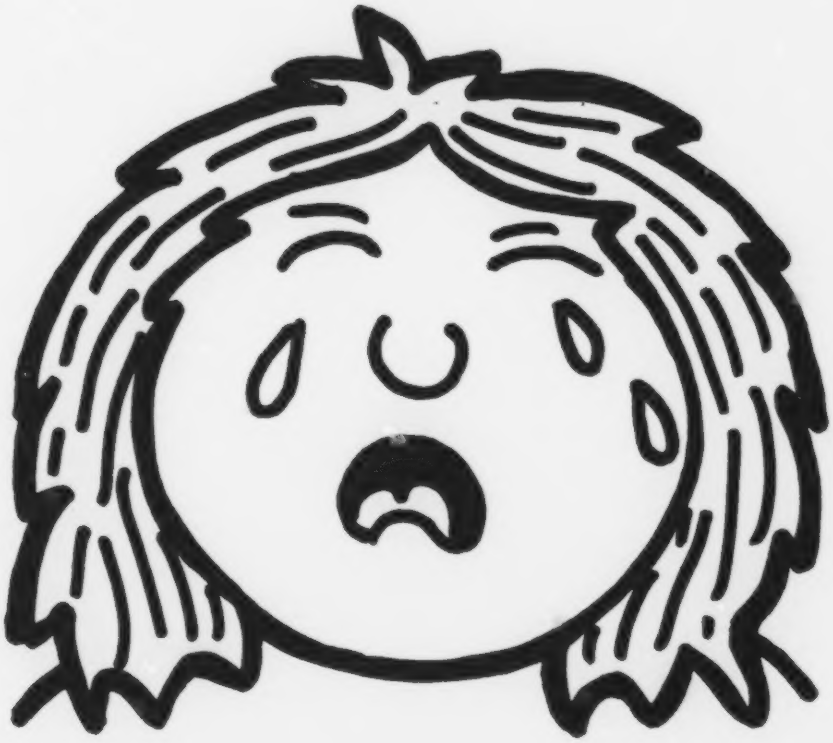
Directions: Color and cut out the mad face. Attach it to a popsicle stick or tongue depressor to make a stick puppet. (You may want to glue the face to construction paper or poster board to reinforce it.)



TEACHER

Sad Sadie

Directions: Color and cut out the sad face. Attach it to a popsicle stick or tongue depressor to make a stick puppet. (You may want to glue the face to construction paper or poster board to reinforce it.)



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TEACHER

Mad and Sad Puppet Play

Directions: Use the **Mad Matt** and **Sad Sadie** stick puppets to act out the following play.

Matt: Stop! I feel mad when you push me in line.
Sadie: I'm sorry. What can I do to help you feel better?

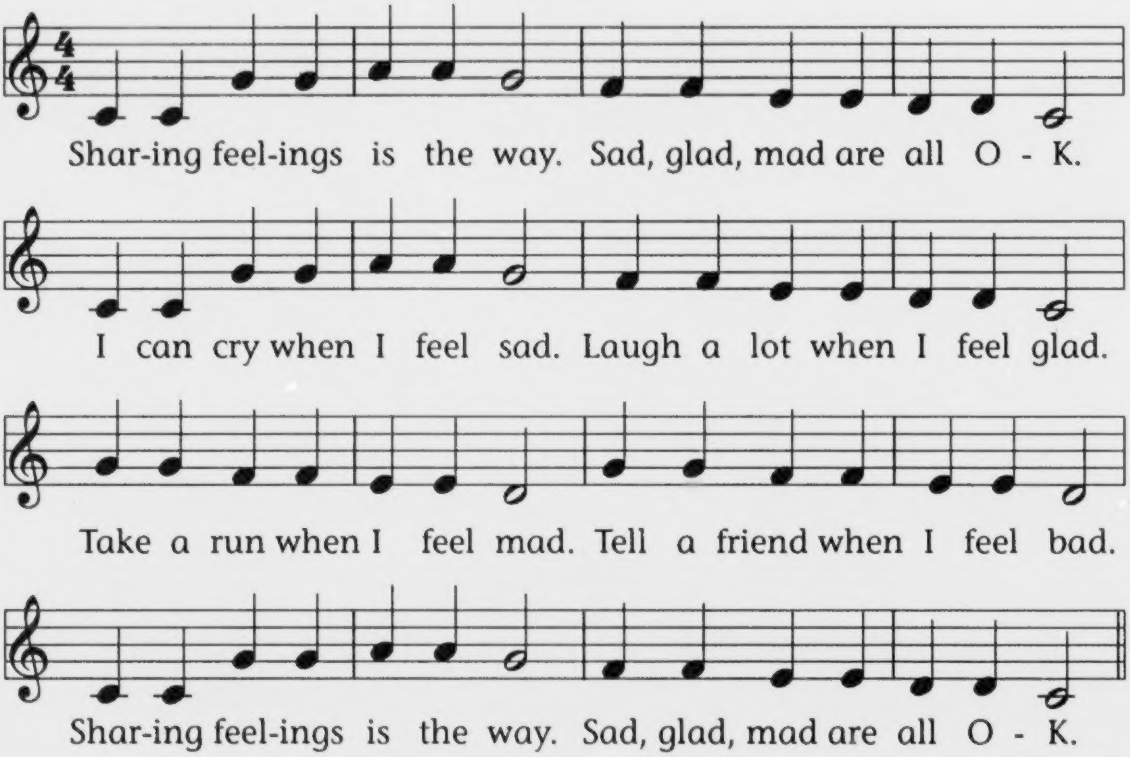
Matt could respond in any of the following ways:

- Stop pushing me.
- Play with me at recess.
- Shake hands.
- Give me a hug.

TEACHER

Sharing Feelings

(Sung to the tune of "Twinkle, Twinkle Little Star.")


4/4
Shar-ing feel-ings is the way. Sad, glad, mad are all O - K.
I can cry when I feel sad. Laugh a lot when I feel glad.
Take a run when I feel mad. Tell a friend when I feel bad.
Shar-ing feel-ings is the way. Sad, glad, mad are all O - K.

LESSON

10 Feelings About Touch

Objective

Children will be able to demonstrate what to do if someone touches them in a way they don't like.

Time

One class period.

Overview

Children listen to and discuss a story about good and bad touches. They see a puppet demonstrate ways to keep their bodies safe from touches they don't like. They also learn a song about being the boss of their bodies.

Note: Some of the material in this lesson may be sensitive. Be sure to check school and district guidelines for teaching sensitive material. You may need to ask for parental permission before teaching this lesson. You should be prepared to provide privacy for any personal disclosures students might make.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
- ✓ *Touch Talk!* booklet, one for each child.

COPY:
- ✓ **Talking About Touch** letter, one for each child.

MAKE:
- ✓ **Mixed-Up Maxie** stick puppet.

PREPARE:
- ✓ Several days before you teach this lesson, send home the **Talking About Touch** letter.
- ✓ Ask the school or district nurse or counselor to help you present this lesson (optional).

REVIEW:
- ✓ **Teaching Children About Personal Touch** ***Teacher Background Information.***
- ✓ "Responding to Student Questions and Concerns" in How to Use This Curriculum.
- ✓ **It's My Body** song, to teach to children.

Procedure

■ If appropriate for the developmental age of your students, distribute the *Touch Talk!* booklet. Read the booklet to children and discuss. Ask two children to demonstrate some good touches, such as a pat on the back, a friendly hug, holding a friend's hand. Discuss how good touches feel. Tell children that a good touch makes us feel warm and happy.

Ask two children to demonstrate some bad touches, such as too many tickles, a pinch on the cheek, a very hard squeeze. Caution children not to be too rough in their demonstration. Discuss how bad touches feel.

Tell children bad touches may hurt; they can make us feel mad or sad. Ask children what they can do about a bad touch. Tell children they can say, "Stop it! Leave me alone!" Then they can tell an adult they trust what happened.

Have children roleplay saying "Stop it! Leave me alone!" in response to a bad touch. Ask them what adults they could tell about a bad touch (family members, teachers, school counselors). Tell children they can talk to you in private about bad touches.

■ Show children the **Mixed-Up Maxie Puppet.** Tell children that sometimes we're not sure whether a touch is good or bad. Some touches may make us feel mixed-up or strange.

Tell children that if they feel mixed-up or strange when someone touches them, they should say, "Stop it! Leave me alone!" Add that then they should tell an adult they trust about what happened.

Use the **Mixed-Up Maxie Puppet** to demonstrate responses to some of the following situations. Tell children each situation, then have the puppet respond "Stop it! Leave me alone!"

- Mixed-up Maxie just received a kiss that felt very strange.
- Someone touched a private part of Mixed-Up Maxie's body, a part that is covered by a bathing suit when Mixed-Up Maxie goes swimming.
- Someone asked Mixed-Up Maxie to show the private parts that are covered by a bathing suit when Mixed-Up Maxie goes swimming.

- Emphasize to children the importance of telling an adult they trust about touches that make them feel bad or mixed-up. Stress that even if the person who touches them tells them not to tell anyone, they should tell someone anyway.

Explain that some secrets are not good secrets to keep. Secrets about touching are not good secrets. Acknowledge that it can be very hard to tell someone about touches that make us feel bad or mixed-up.

Use the **Mixed-Up Maxie Puppet** to roleplay telling someone about a bad secret. Have the puppet tell you about one of the situations you roleplayed earlier. Then say, "I'm glad you told me. Don't you feel much better?"

Have the puppet respond, "Oh, yes, I'm glad I didn't keep it a secret. I feel much better."

- Tell children that they all have the right to be safe and strong. Tell children that bad touches from someone else are not their fault. Emphasize to children that they are the boss of their bodies. They have the right to tell other people not to touch their bodies. Stress that they should tell an adult they trust about any touches that make them feel bad or mixed-up.

- Teach children to sing the **It's My Body** song.

Evaluation

Evaluate children's responses during class discussion for their ability to respond appropriately to touches they dislike.

Home/Family Involvement

Let children take the *Touch Talk!* booklet home to share with their families. *Note:* You may want to devise a check-out system to be sure all booklets are returned.

Suggested Resources

Stories

Something Is Wrong at My House. D. Davis. Seattle, WA: Parenting Press.

Others

Stop It! What to do if someone touches you and you don't like it. E. Berg. Santa Cruz, CA: ETR Associates. This booklet for children and adults to read together teaches children to trust their feelings about good and bad touch.

Tell Someone! What to do if someone touches you and you don't like it. E. Berg. Santa Cruz, CA: ETR Associates. This booklet teaches children how to build a support system and helps them feel comfortable about talking to someone they trust.

Touch and Sexual Abuse: How to Talk to Your Children. Illusion Theater's Sexual Abuse Prevention Program. Santa Cruz, CA: ETR Associates. A pamphlet for adults on how to talk to children about sexual abuse.

Teaching Children About Personal Touch

Teacher Background Information

This lesson can be developed to include sexual abuse prevention topics. If your district has a sexual abuse prevention program, it can be used in conjunction with these lessons. Be sure to check state and local guidelines around the topic of sexual abuse prevention. Teachers can play an important role in educating children about sexual and other abuse prevention. However, this complex and emotional issue requires sensitivity and careful preparation.

Important Preparation

Before talking with children about sexual or other child abuse prevention, be sure to familiarize yourself with state law and school policy for reporting sexual and other child abuse. Discuss your plans with school administrators, and be sure you have their support.

Identify your own feelings about sexual abuse to determine whether you are comfortable discussing this topic and whether you are capable of differentiating what you feel from what children may feel. If not, seek help from a school nurse or counselor or community resources.

Notify parents about the topic. Encourage parents to come in and talk with you about the unit and to discuss the subject with their children.

Vocabulary

Children's knowledge of the correct terminology for body parts is an important element of sexual abuse prevention education. Use the correct terminology, if acceptable in your school and district. Such terminology is also an important part of developing a positive body image. However, if sexual body parts are only discussed in the context of sexual abuse, children may erroneously attach a negative connotation to them. Another way to handle these terms is to use words such as *private parts* or *parts underneath the bathing suit.*

Explanation of Sexual Abuse

Sexual abuse has to be carefully explained. Most children will not be abused, and we don't want children to lose their trust in most adults. But children need to learn that there are situations in which they have the right to protect themselves even when adults are around. One way to explain this concept is to say that occasionally adults and people who are bigger and stronger than children ask children to do things that they shouldn't.

Children need to know that sexual abuse is not their fault. They also need to know that they have the right to say no to confusing and unwanted touches; however, if they can't or don't say no, the problem still is not their fault.

Disclosure

Occasionally, following a classroom discussion, a child will disclose that she or he has been sexually abused. If this happens, you should

- provide privacy for the disclosure
- listen carefully and question only to clarify
- praise the child for telling someone about his or her concern
- encourage the child to talk to her or his parent or other family member (unless the abuse involves the parent or family member)
- indicate that you believe what the child is telling you
- reassure the child that it is not his or her fault
- ***follow district policy and state laws regarding reporting the disclosure*** to the school nurse or another specified individual.

LETTER

Talking About Touch

Dear Family:

As part of our Actions for Health lessons, we will be talking to children about good and bad touches. Children need to know what to do if someone touches them in ways that are uncomfortable or inappropriate.

We will be using a booklet called *Touch Talk! What to Do if Someone Touches You and You Don't Like It* in this lesson. After the lesson, children will be allowed to bring the booklet home so you can read it together.

The booklet explains in general terms that there are good and bad kinds of touches. Bad touches may make you feel weird or strange. It tells children that they are the boss of their bodies and can say no to bad touches.

You are welcome to preview the booklet before the lesson is taught. Please call me if you would like to see the booklet before the lesson or if you have any questions. Please sign and return the permission slip at the bottom of this letter to allow your child to participate in this lesson.

Sincerely,

____

- -

My child ______________________________, has permission to
(name)

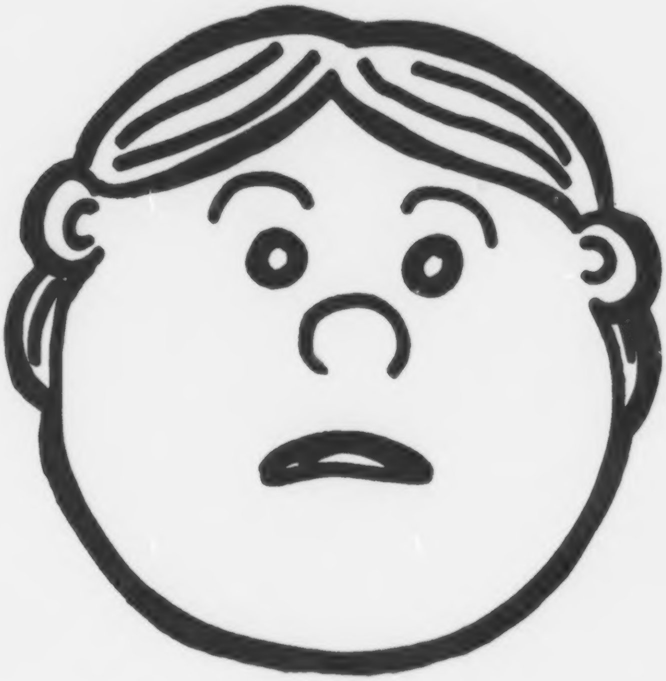
participate in the lesson on Touch Talk.

____
(signature)

TEACHER

Mixed-Up Maxie

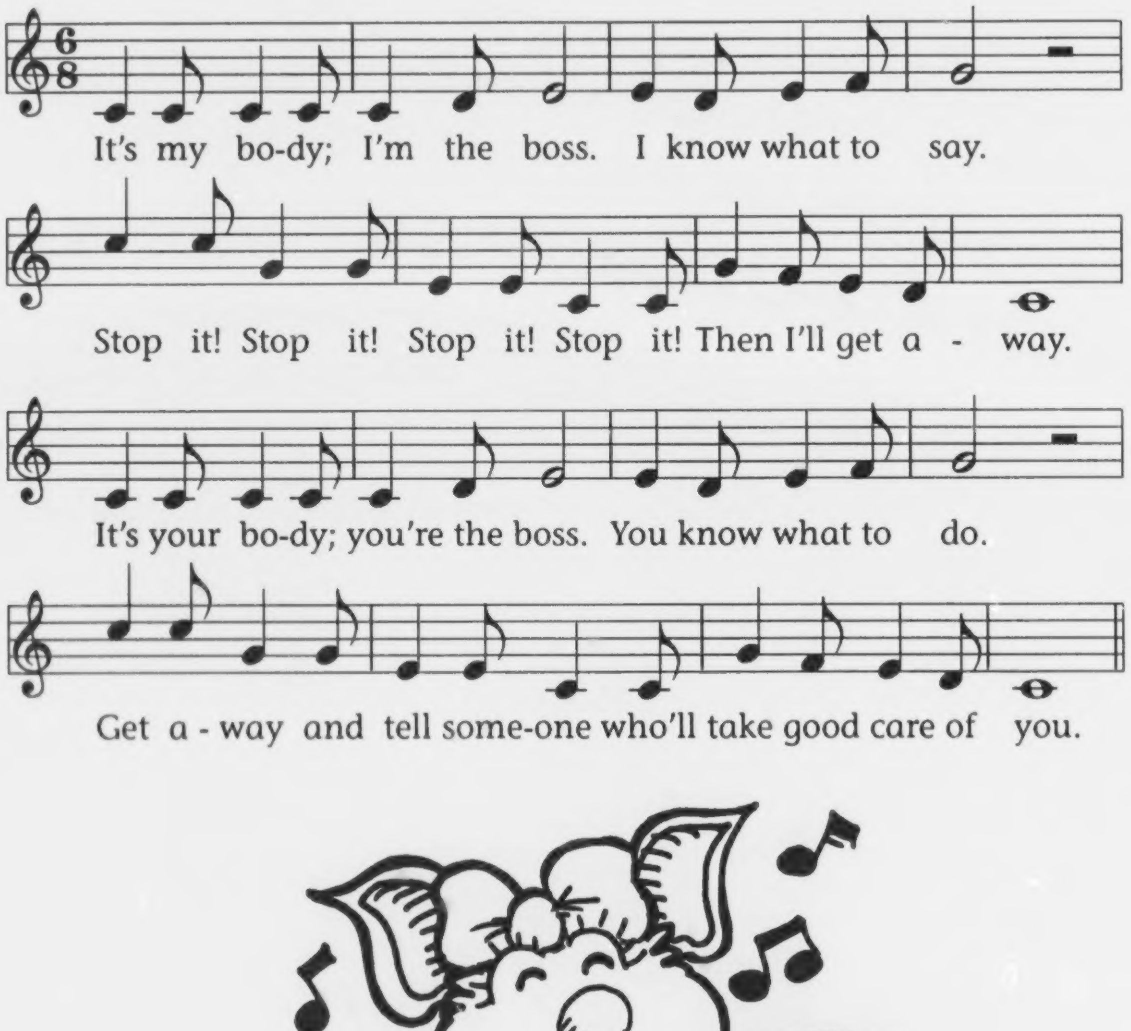
Directions: Color and cut out the face. Attach it to a popsicle stick or tongue depressor to make a stick puppet. (You may want to glue the face to construction paper or poster board to reinforce it.)



TEACHER

It's My Body

(Sung to the tune of "Row, Row, Row Your Boat.")


It's my bo-dy; I'm the boss. I know what to say.
Stop it! Stop it! Stop it! Stop it! Then I'll get a - way.
It's your bo-dy; you're the boss. You know what to do.
Get a - way and tell some-one who'll take good care of you.

UNIT III

Staying Clean and Healthy

LESSON

11

Washing My Hands

Objective

Children will be able to demonstrate how to wash their hands.

Time

Two class periods.

Overview

The first lesson in **Unit III: Staying Clean and Healthy** begins with a story about germs. Children then participate in several experiments about handwashing. To conclude the lesson, children make a poster that features their handprints.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

- ✓ Sink with warm water available or a bowl of warm, soapy water.
- ✓ Clear plastic cups, one for each child.
- ✓ Black pepper or nutmeg.
- ✓ Vegetable oil.
- ✓ Liquid dishwashing detergent.
- ✓ Paper towels, several for each child.
- ✓ Construction paper, one 8-1/2" x 11" or larger piece for each child and one for you.
- ✓ Art supplies (crayons and markers) for children.
- ✓ Scissors and glue for children.

COPY:

- ✓ **Have You Washed Your Hands?** worksheet, one for each child and one for you.
- ✓ **Learning About Personal Health** letter, one for each child.

PREPARE:

- ✓ Choose a story, song, poem or fingerplay about germs or illness to share with children.
- ✓ Pour a little water (about two inches) in a plastic cup for each child.
- ✓ Mix red, yellow and blue liquid tempera each with a little liquid detergent or soap and spread thinly on three pie tins or paper plates, one color per dish.
- ✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the **Have Your Washed Your Hands?** worksheet (optional).

REVIEW:

✓ **This Is the Way We Wash Our Hands** song to teach to children.

Procedure

■ Read and discuss a story about germs, or teach children a song, poem or fingerplay about germs and illness. Tell children that germs are tiny bugs that can make us sick. A sick person can carry germs to a well person.

■ Tell children to put on their scientific thinking caps for a scientific experiment. Explain that real germs are so tiny that they can't be seen without a special tool (microscope). Add that since we can't see real germs, we are going to pretend that pepper or nutmeg grains are germs.

Show children the pepper or nutmeg. Give each child a cup with a little water in it. Sprinkle pepper or nutmeg in each cup. Ask children to notice what the pepper or nutmeg in their cups does (sits on top of the water).

Show children the liquid detergent. Tell them this is soap. Pour one drop of liquid detergent into the center of each cup. Tell the children to notice what the pepper or nutmeg does now. (It will move toward the side of the cups, then most of it will sink.)

Explain that soap helps wash away germs, so the germs aren't spread from person to person. Emphasize that washing hands often can help us stay well.

■ Tell children that they should wash their hands after they sneeze or cough, after using the toilet, before they eat and anytime their hands are dirty. Remind children that even though they can't see the germs, the germs are there. Teach children to sing **This Is the Way We Wash Our Hands.**

- Ask for a volunteer to learn the proper way to wash hands. Put some oil on the volunteer's hands, then sprinkle pepper or nutmeg on them. Tell the class to pretend that the pepper or nutmeg is germs on the volunteer's hands.

Ask the volunteer to touch a pencil with her or his dirty hands. Show the class that now the germs are on the pencil. Ask the volunteer to touch your hand. Show the class that now you have germs on your hand.

Tell the class to watch carefully as you demonstrate how to get rid of the germs. With a sink or bowl of warm, soapy water, demonstrate how to rub hands briskly together to get them clean. Have the volunteer wash his or her hands.

Tell children that warm, soapy water works best to get rid of germs. Add that even with cold water and without soap, they can still get rid of some germs by rubbing their hands together in the water. Tell children they will get to practice washing their hands after the next project.

- Distribute the **Have You Washed Your Hands?** worksheet. Tell children the words on the worksheet, "Have You Washed Your Hands?" are the title for a poster they are going to make. They are going to put their handprints on the poster. Then they can hang the poster in the place where they usually wash their hands to help them remember to wash their hands often.

Show children how to color and cut out the words and the picture on the worksheet and glue them to the construction paper to start the poster. Tell children to leave room on the poster to put their handprints.

Show children the plates of tempera. Demonstrate how to put both hands carefully into the paint and then press them on the worksheet, side by side. Wash and dry your hands.

Distribute construction paper, art supplies, scissors and glue. Help children color and cut out the title and picture for the poster.

Then set out the plates of tempera. Tell children they can choose the color of paint they want to use. Have them complete the poster with the help of you and other classroom helpers. When children have made their handprints, have them wash and dry their hands.

Center Connection

Set up a learning center for the **Have You Washed Your Hands?** worksheet where classroom helpers can help children with the activity.

Evaluation

Assess children's ability to wash their hands thoroughly after they've completed the **Have You Washed Your Hands?** poster.

Home/Family Involvement

Distribute the **Learning About Personal Health** letter. Tell children to take the letter home with the **Have You Washed Your Hands?** poster. Encourage them to ask their families to post the poster in the place where they usually wash their hands.

Follow-Up/Extension

Laminate the **Have You Washed Your Hands?** posters for children to post near a handwashing area at home or at school.

Suggested Resources

Stories

Germs Make Me Sick. M. Berger. New York: Harper.

Harry the Dirty Dog. G. Zion. New York: Harper and Row.

In the Forest. M. H. Ets. New York: Viking.

Peter Gets Chicken Pox. M. Lerner.

The Velveteen Rabbit. M. Williams. Philadelphia: Courage Books, Running Press.

Songs, Poems and Fingerplays

Baby Beluga. "Joseph Giraffe." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Everything Grows. "Bathtime." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Bathtime," "Caring for an Abrasion," "Dirty Hands," "Getting Dressed," "This Is the Way We…," "Washing Myself." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Free to Be…a Family. "Crowded Tub." Marlo Thomas and Friends. New York: Bantam Books.

Free to Be…a Family. "Crowded Tub." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

Learning Basic Skills (Through Music, Volume III). "Keep the Germs Away," "Take a Bath." Hap Palmer. Freeport, NY: Educational Activities.

When My Shoes Are Loose. "Wash My Hands." Billy B. Takoma Park, MD: Do Dreams.

Where the Sidewalk Ends. "The Dirtiest Man in the World," "Instructions," "Shadow Wash." S. Silverstein. New York: Harper and Row.

Others

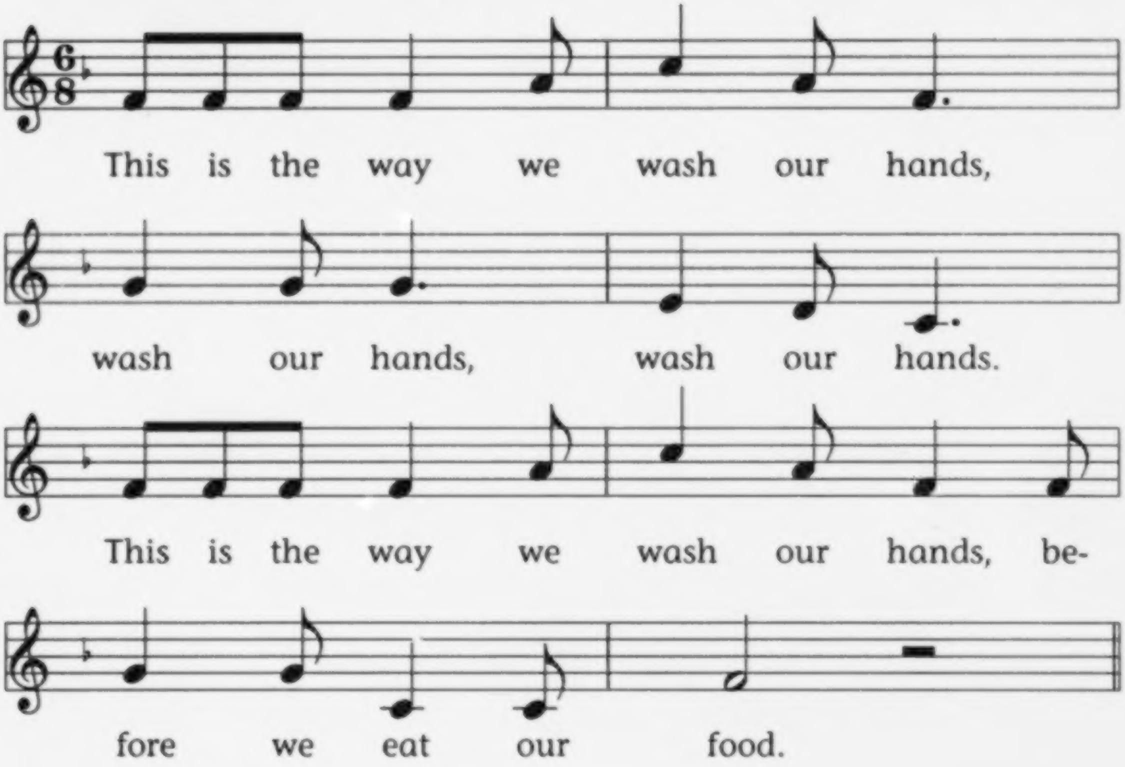
Germs Away! Santa Cruz, CA: ETR Associates. This poster on how germs are spread includes a star chart to encourage children to wash their hands.

Germ Smart: Children's Activities in Disease Prevention. J. K. Scheer. Santa Cruz, CA: ETR Associates. Activities help children understand basic disease prevention.

I Don't Feel Good: A Guide to Childhood Complaints and Diseases. Santa Cruz, CA: ETR Associates. This practical handbook for teachers, parents and other caregivers offers skills and information related to the care and prevention of common childhood illnesses.

TEACHER

This Is the Way We Wash Our Hands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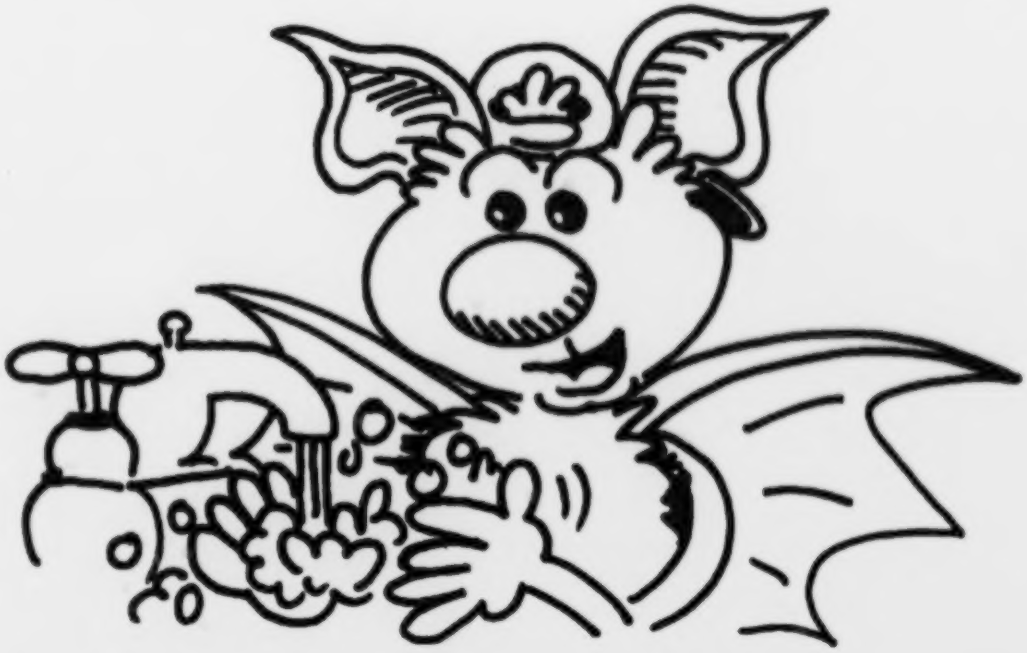
This is the way we wash our hands,
wash our hands, wash our hands.
This is the way we wash our hands, be-
fore we eat our food.

This is the way we wash our hands,
wash our hands, wash our hands.
This is the way we wash our hands
after we use the bathroom.

This is the way we wash our hands,
wash our hands, wash our hands.
This is the way we wash our hands
whenever they are dirty.

Have You Washed Your Hands?



Name ____________________

LETTER

Learning About Personal Health

Dear Family:

In our health classes, children have begun a unit on personal health. The unit explains the importance of washing hands to prevent the spread of germs, using sunscreen to prevent sunburn, and brushing teeth. Students will also be learning about the five senses—hearing, touch, sight, smell and taste.

Today, we talked about hand washing. Children made posters of their handprints. I have suggested that they hang these posters at home in a place that will remind them to wash their hands regularly. I hope you enjoy seeing the poster your child made. If you have any questions, please call.

Sincerely,

____

LESSON

12

No Sunburn for Me

Objective

Children will be able to identify where protection from sunburn is needed on the body.

Time

One class period.

Overview

The lesson begins with a discussion of the power of the sun. Children see a demonstration of how to apply sunscreen and listen to a poem about the sun. They then complete a worksheet about protecting themselves from sunburn.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

✓ *It's Great to Be Different!* activity poster, from Lesson 4.
✓ A hat with a wide brim that shades the ears.
✓ A bottle of sunscreen with a minimum SPF of 15.
✓ Art supplies (crayons or markers) for children. Be sure you have white crayons or chalk.
✓ Glue for children.

COPY:

✓ **Safe from Sunburn** worksheet, one for each child. Copy on light-colored paper (optional).
✓ **No Sunburn Poem,** enough copies for each child to have one.

PREPARE:

✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the **Safe from Sunburn** worksheet (optional).

REVIEW:

✓ Lesson 4.

Procedure

■ Remind children of the discussion of different skin tones in Lesson 4. Show them the page of the *It's Great to Be Different* activity poster that says, "Our skin tones are different." Tell children that many, many years ago people developed different skin tones. Explain that people who lived in the hottest parts of the earth developed darker skin tones to help protect them from the sun.

■ Tell children that everyone needs protection from too much sun. Explain that the sun makes life possible on our planet, Earth. Plants, animals and people all need the sun to live. The sun warms our planet and brings us light.

Add that the sun is so powerful that we must never look straight at it. Our eyes need protection from the sun, too. Sunglasses help protect our eyes when we're out in bright sunlight. But we should never look directly at the sun, even when we're wearing sunglasses. Sunglasses aren't strong enough to protect our eyes from the powerful sun.

■ If weather allows, take children outside to see the sunlight or have them look out the window. Remind children not to look directly at the sun. Tell them that the sun is made of burning gases. It's like a big ball of fire far away in the sky. Add that even though the sun is very far away, we can still feel its heat and power.

Tell children that we must always be careful not to let the powerful sun hurt our eyes or burn our skin. Ask if any children have ever had a sunburn. Tell children that a sunburn hurts our skin and can even make the skin sick.

Tell children that even a "suntan" really isn't good for the skin. Emphasize that people with all skin tones can be sunburned. Too much sun isn't good for anyone's skin.

Ask children if they know any ways to protect their skin and eyes from the sun. Emphasize the following actions:

- Stay out of the sun at the hottest times of the day.
- Don't lie out in the sun to get a suntan.
- Wear sunglasses.
- Wear a hat or cap that shades the face.
- Wear a shirt to protect the body.

- Use sunscreen on any parts of the body that aren't covered by clothing, including the feet and the ears.
- Never look directly at the sun.

Tell children that some people also use umbrellas to protect their skin from the sun.

■ Show children how to apply sunscreen to all parts of the skin not covered by clothing. Point out that sunscreen should never be used too close to the eyes. Tell children they should have an adult help them when they need sunscreen. Then put on a hat with a brim that shades the ears. Tell children that now you are ready to be safe in the sun.

■ Read the **No Sunburn Poem** to children. Read the poem a second time, leaving out words at the end of lines. Ask children to supply the missing words. Then say the poem with all the children together.

■ Distribute the **Safe from Sunburn** worksheet and art supplies, including white crayons. Demonstrate how to complete the worksheet. Tell children to write their names on the worksheet, then draw a face and clothes on the person.

Tell children the white crayons stand for the sunscreen. Explain that when we first put on sunscreen, it sometimes looks white on our skin until it is all rubbed into the skin.

Tell children to use the white crayons to show where the sunscreen should go on the person. Remind them that all parts of the body that aren't covered by clothing should have sunscreen.

■ While children are completing the worksheet, distribute glue and copies of the **No Sunburn Poem**. Tell children to glue the poem to the back of the worksheet.

Center Connection

- Set up a learning center for the **Safe from Sunburn** worksheet where classroom helpers can help children complete the worksheet and glue the **No Sunburn Poem** to it.

Evaluation

Assess children's work on the **Safe from Sunburn** worksheet for their ability to illustrate ways to protect the skin from the sun.

Home/Family Involvement

Encourage children to take the **Safe from Sunburn** worksheet home to share with their families.

Follow-Up Extension

Copy the **No Sunburn Poem** on chart paper or posterboard and post it on a bulletin board with children's completed **Safe from Sunburn** worksheets.

Suggested Resources

Stories

First Comes Spring. A. Rockwell. New York: Thomas Y. Crowell.

The Green Grass Grows All Around. H. Hoffman. New York: Macmillan.

The Seasons of Arnold's Apple Tree. G. Gibbons. San Diego: Harcourt, Brace, Jovanovich.

Spring Is Here! J. B. Moncure. Elgin, IL: Child's World.

The Tiny Seed. E. Carle. Saxonville, MA: Picture Book Studio.

Songs, Poems and Fingerplays

Everything Grows. "Just Like Mr. Sun." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

One Light, One Sun. "Mr. Sun." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

TEACHER

No Sunburn Poem

Directions: Make enough copies of this page to have a poem for each child. Cut the poems apart on the dotted lines. They will be glued to the **Safe from Sunburn** worksheet.

I love you, big, old Sun.
With you, I have much fun.
Your rays feel, oh, so warm.
You do much good and little harm.
You help plants grow
and heat our earth.
I can't measure
how much you're worth.
Most contests you would win,
but, **no,** I won't let you burn my skin!

I love you, big, old Sun.
With you, I have much fun.
Your rays feel, oh, so warm.
You do much good and little harm.
You help plants grow
and heat our earth.
I can't measure
how much you're worth.
Most contests you would win,
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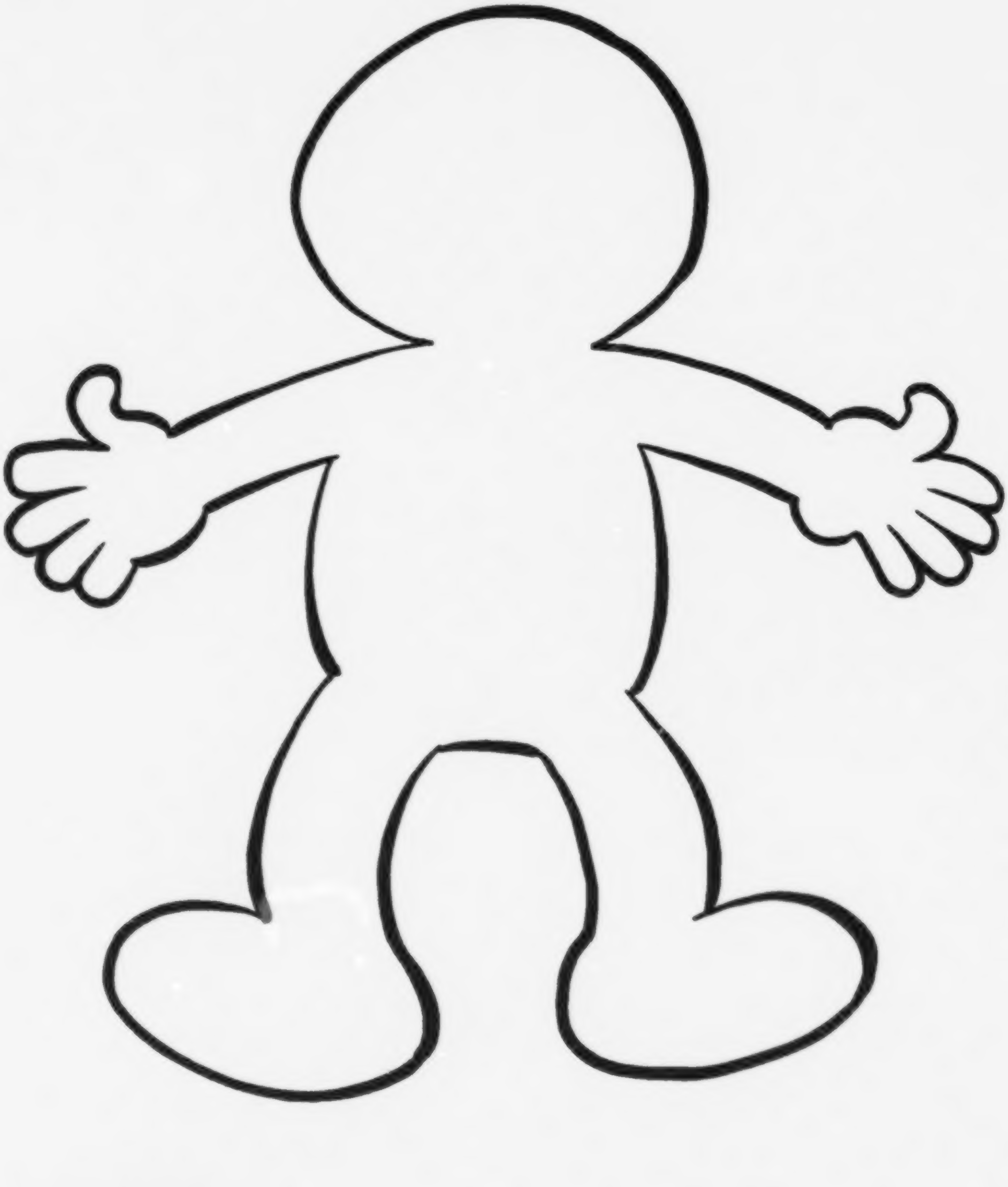
You do much good and little harm.
You help plants grow
and heat our earth.
I can't measure
how much you're worth.
Most contests you would win,
but, **no,** I won't let you burn my skin!

Name ______________________________

Safe from Sunburn

Directions: Color a face on the figure. Then draw clothes on the figure to protect it from sunburn. Use a white crayon to show where the figure needs to wear sunscreen. Glue the **No Sunburn Poem** on the back.



LESSON

13

My Happy Teeth

Objective

Children will be able to identify dental care rules.

Time

One class period.

Overview

The lesson begins with a story or other creative piece about teeth. Children then learn how to brush plaque off their teeth. They review some rules for happy teeth and make stuffed teeth to hang at school or at home.

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Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

✓ Toothbrush and toothpaste.
✓ Dental floss or tape (optional).
✓ One plaque-disclosing tablet, cut in half.
✓ Stack of old newspapers.
✓ White construction paper, for happy teeth.
✓ Art supplies (crayons or markers) for children.
✓ Glue for children.
✓ Staplers for adults.

COPY:

✓ **Happy Tooth Rules.** Cut pages in half to have one copy of rules for each student.

MAKE:

✓ A **Happy Tooth** for each child. See **Happy Tooth *Directions***.

PREPARE:

✓ Choose a story, song, poem or fingerplay about teeth to share with children. See Suggested Resources.
✓ Enlarge **The Plaque Monster** picture to make a poster (optional). Color the picture (optional).
✓ Ask a dental health professional to visit the class to talk about good dental care (optional).
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the **Happy Tooth** (optional).

Procedure

- Read and discuss a story about teeth, or teach children a song, rhyme or fingerplay about teeth.

- Show children the toothbrush and the container of toothpaste. Demonstrate how to brush teeth. Tell children to brush the way the tooth grows. Tell them to "Wiggle, wiggle, wiggle down" on the outside and inside of the upper teeth, then to "Wiggle, wiggle, wiggle up" on the outside and inside of the lower teeth. Ask children to pretend they have a toothbrush and to brush their teeth by wiggling the brush up and down.

- Show children the disclosing tablet. Tell them that this tablet can help us see where we need to brush our teeth more carefully to keep our teeth clean.

  Show children the **Plaque Monster** picture. Explain that plaque is a sticky substance we can't see that sticks to the teeth. If we don't brush the plaque away, it can hurt our teeth.

  Chew the disclosing tablet. Show children your teeth. Tell them the colored places on your teeth show where the plaque is. These are places you need to brush more carefully.

- *Optional:* Show children the dental floss or tape. Tell children that floss can help us clean between our teeth where the toothbrush doesn't reach. Explain that most dentists think people should floss once a day. Tell children that they will probably be ready to begin using floss when they are a little older.

  Note: Most children at this age do not have the manual dexterity needed to floss their teeth. Introducing the idea at this level helps prepare children to add this important technique to their daily routine as they develop the needed skills.

■ Remind children that one of the most important things they can do to keep their teeth healthy is to brush them regularly. Distribute the **Happy Tooth Rules,** and review them with children.

Tell children that they should brush their teeth at least twice a day, once in the morning and again at night before they go to bed. Add that many people like to brush after every meal or whenever they eat something.

Remind children that brushing helps the teeth stay healthy by removing plaque and food from the teeth. Tell children that if they can't brush after they eat, they can remove some of the food from their teeth by rinsing out their mouths with water.

Tell children that they should also visit the dentist regularly. Explain that the dentist can help them keep their teeth clean and healthy.

Distribute art supplies, and show children how to trace over the **Happy Tooth Rules**. Tell children they can decorate the rules if they like.

■ Tell children that now they are going to make a big tooth that they can glue the **Happy Tooth Rules** on. Then they can take this tooth home to help them remember how to take care of their teeth.

Give each child a **Happy Tooth** that you have prepared. Distribute glue, and show children how to glue the **Happy Tooth Rules** to the tooth. Tell them to write their names on their teeth near the rules.

Then tell children to turn the tooth over and draw a happy face on it. Tell children this tooth is happy because it gets brushed every day and it gets to visit the dentist two times a year.

Show children how to tear a piece of newspaper into smaller pieces about eight inches square. Show them how to wad up the small pieces into balls and gently stuff the newspaper balls into the tooth. Tell them to stuff the tooth until it is a little bit plump.

Tell children that you will help them staple the tooth shut and staple a yarn tie to hang it by at the top of the tooth. Distribute newspapers and help children complete their teeth.

Center Connection

- Set up learning centers where children can work on the **Happy Tooth Rules** and make the **Happy Tooth**. Classroom helpers should be available to help students at the centers.

Evaluation

Assess children's work on the **Happy Tooth Rules** for their ability to identify important aspects of dental care.

Home/Family Involvement

Have children take the **Happy Tooth** home. Tell them to ask their families to hang it where it will remind them to take good care of their teeth.

Follow-Up/Extension

Before sending the **Happy Tooth** project home, hang the teeth in the classroom.

You may be able to arrange to have new toothbrushes donated for the children in your class. If so, set up space in class for children to practice brushing their teeth, or give each child a cup of water, a toothbrush, toothpaste and a paper towel and allow children to practice brushing their teeth.

Set up a learning center with a large model of teeth and gums and large toothbrushes. (Models are available from educational supply houses, or contact your local dental society or dentist.) Let children visit the center to practice brushing the large teeth.

Arrange a class field trip to visit a dentist's office.

Suggested Resources

Stories

Albert's Toothache. B. Williams. New York: Dutton.

The Bear's Toothache. D. McPhail. Boston: Little, Brown and Company.

The Berenstain Bears Visit the Dentist. S. and J. Berenstain. New York: Random House.

Dr. DeSoto. W. Steig. New York: Scholastic.

Dudley the Dragon (comic book and film). Available from the American Dental Association. An excellent story of a dragon who is hated by everyone in the village because his teeth stink until a little boy teaches him how to brush his teeth.

How Many Teeth? P. Showers. Harper and Row.

Little Rabbit's Loose Tooth. L. Bate. New York: Crown.

My Dentist. H. Rockwell. New York: Greenwillow Books.

The Tooth Witch. N. Karlin. Harper and Row.

Songs, Poems and Fingerplays

All of Us Will Shine. "Pearly White Waltz." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

Learning Basic Skills (Music, Volume III). "Brush Away," "Keep the Germs Away." Hap Palmer. Freeport, NY: Educational Activities.

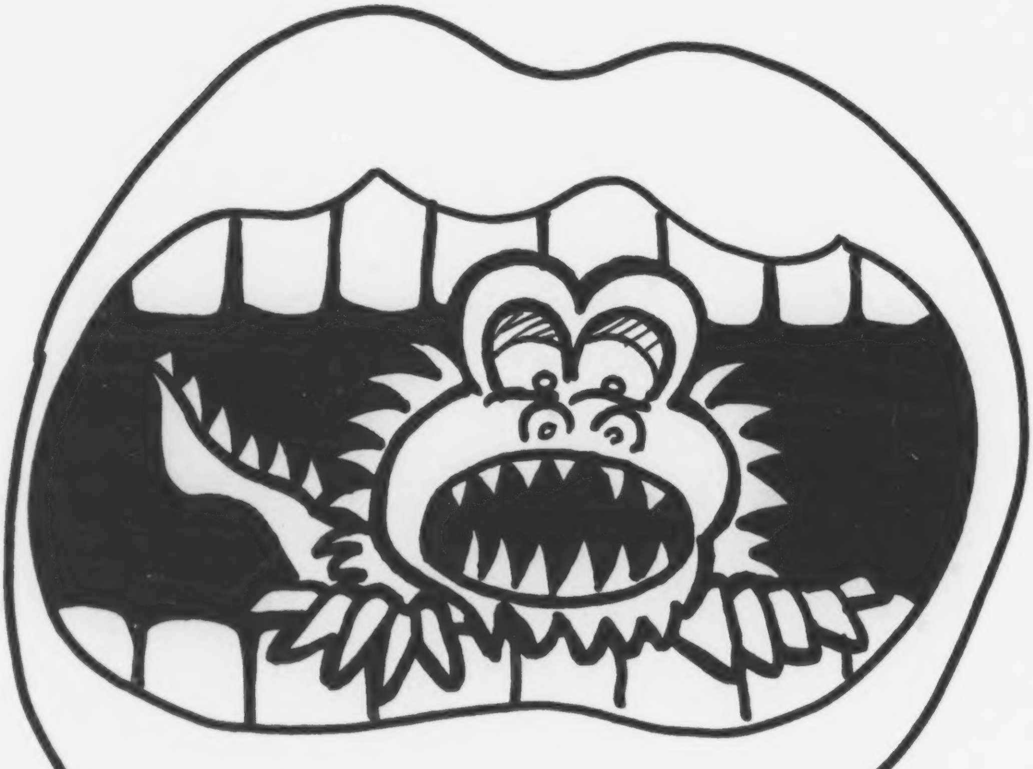
Finger Frolics: Fingerplays for Young Children. "Brushing Teeth," "Getting Dressed," "This Is the Way We. . . ." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Singable Songs (for the Very Young). "Brush Your Teeth." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Where the Sidewalk Ends. "Wild Boar." S. Silverstein. New York: Harper and Row.

TEACHER

The Plaque Monster



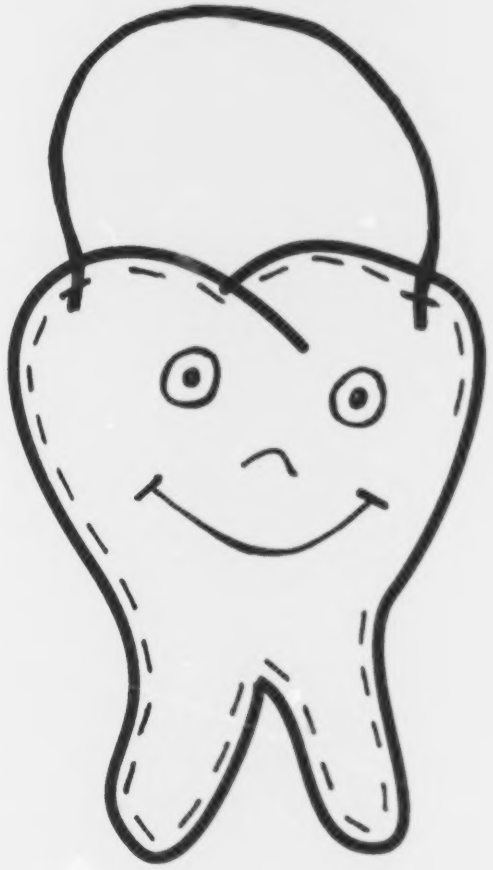
TEACHER

Happy Tooth

Directions

Enlarge the pattern to fit on a 12" x 18" piece of construction paper. Trace the pattern onto white construction paper, and cut out two pieces for each child. Staple the two pieces together around the edges, leaving an eight-inch hole on the side open for stuffing. Cut a two-foot length of yarn for each child.

After children draw a happy face on the side of the tooth and paste the **Happy Tooth Rules** on the other side, help them stuff the tooth with newspaper and staple it closed. Staple the yarn to the top of the tooth to serve as a handle.



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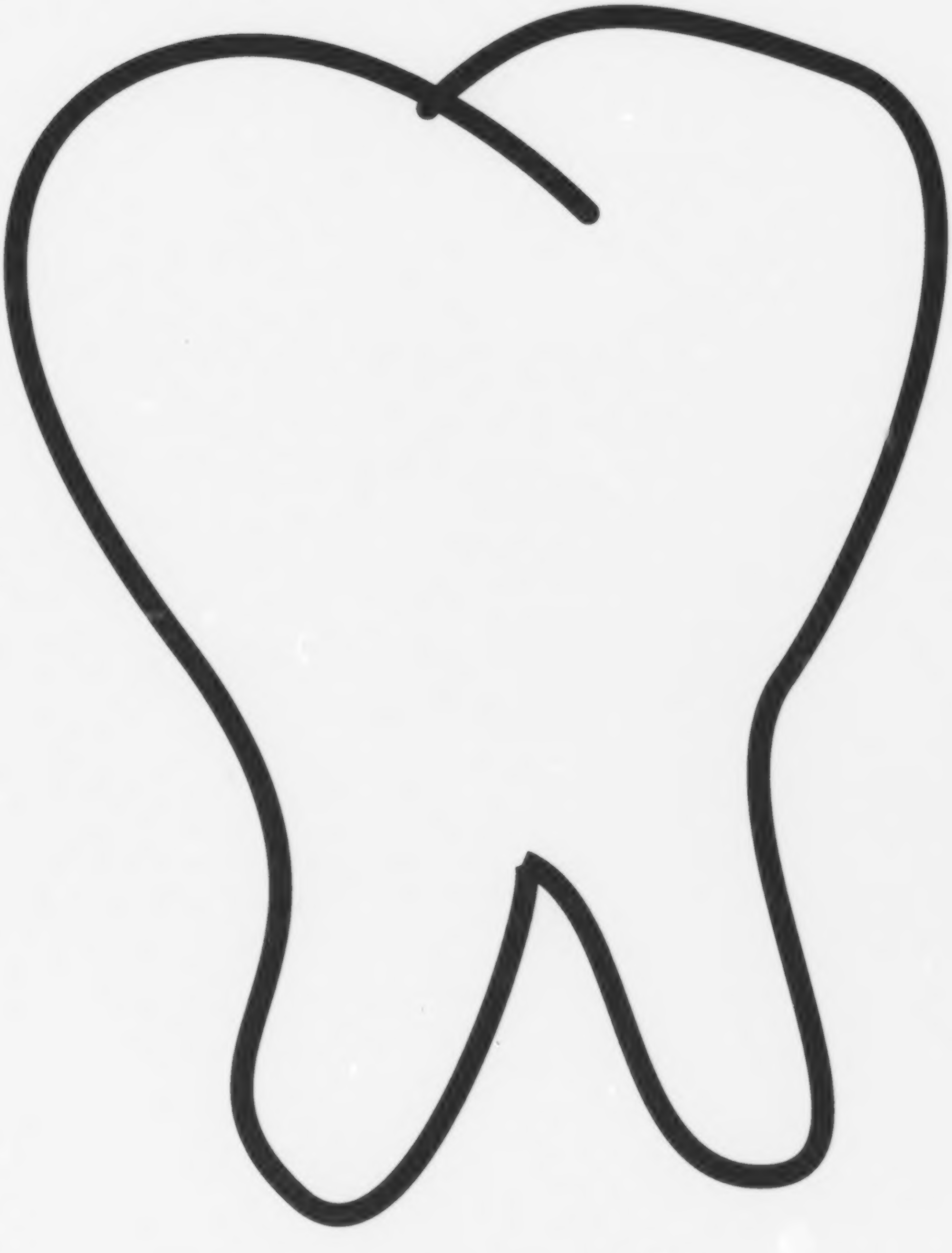
TEACHER

Happy Tooth Pattern



Happy Tooth Rules

Directions: Copy this page and cut the sections apart. Make enough copies for each child to have one to glue on the **Happy Tooth**.

Happy Tooth Rules

1. Brush every day.
2. Eat healthy food.
3. Visit the dentist.

Happy Tooth Rules

1. Brush every day.
2. Eat healthy food.
3. Visit the dentist.

LESSON

14

I Like to Hear

Objective

Children will be able to identify things they like to hear.

Time

One class period.

Overview

After listening to a story about the five senses, children learn about how they hear. They play games involving their sense of hearing and then begin to make a booklet about the five senses.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:
✓ *Five Special Senses*, an *Actions for Health* storybook.
✓ **Five Special Senses** poster.
✓ Objects that make sound, such as a horn, alarm clock, bell, rattle, musical instruments.
✓ Art supplies (crayons or markers) for children.

MAKE:
✓ Poster of **How We Hear** teacher page.
✓ **My Five Senses Booklet**, one for each child. See **My Five Senses Booklet *Directions*.**

PREPARE:
✓ Post the **Five Special Senses** poster in the classroom.
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children work on the **My Five Senses Booklet** (optional).

Procedure

■ Read the story *Five Special Senses*. Talk about how Blanca Bat hears. Show children the **How We Hear** poster. Explain that a person's ear has three parts. Tell children the outer ear is the part we can see, but we also have a middle ear and an inner ear. Explain that all these parts work together so we can hear.

Tell children that some people have trouble hearing and some people can't hear at all. People who have trouble hearing can sometimes hear better with hearing aids, which they wear in their ears. Sometimes people who can't hear learn a special way to talk with their hands.

Have children hold their hands tightly over their ears while you say something to them. Talk about how it feels to be unable to hear clearly. Remind children to treat all people with respect—caring and consideration.

■ Play "What's That Sound?" Show children objects that make a sound and let them hear the sound. Then hide the sound makers and play them one at a time. Ask children to guess which sound maker is making each sound. Or have children cover their eyes and guess which sound maker you are playing.

Have children cover their eyes. Ask one child to hide somewhere in the room and make a sound with one of the sound makers. Ask the class to listen. Can they tell what the sound maker is? Where is the child hiding?

■ Distribute the **My Five Senses Booklet**. Demonstrate how to decorate the cover of the booklet. Tell children to print their names on the cover.

Turn to the first page of the booklet, **I Like to Hear**. Brainstorm with children the sounds they like to hear. Write their responses on the board. Ask children what kind of pictures they could draw to go with these ideas.

Distribute crayons or markers. Tell children to draw a picture of a sound they like to hear on the first page in their booklets. Tell children to write about what they like to hear on the lines at the bottom of the page.

Note: To describe their pictures, children may copy words off the board, dictate words that you or classroom helpers write for them, or use invented spelling.

When children have finished, collect the booklets. Tell children they will be working on the other pages in their booklets (touch, sight, smell and taste) in other health lessons.

Center Connection

- Set up a learning center where children can work on the **I Like to Hear** page with classroom helpers.

Evaluation

Assess children's work on the **I Like to Hear** page of the **My Five Senses Booklet** for their ability to identify sounds they like to hear.

Follow-Up Extension

Record a variety of sounds on a tape. Pause after each sound to allow children time to identify it. Set up a learning center with a tape recorder where children can listen to the sounds and guess what they are. Identify each sound after the pause on the tape or set up a pictorial answer key.

Suggested Resources

Stories

The Ear Book. A. Perkins. New York: Random House.

The Five Senses: Hearing. J. M. Parramon et al. Woodbury, NY: Barron's.

I Know an Old Lady. Classic. New York: Bantam Books.

It's Too Noisy. J. Cole. New York: Thomas Y. Crowell.

The Listening Walk. P. Showers. New York: Harper and Row.

My Five Senses. Aliki. New York: Harper and Row.

Polar Bear, Polar Bear; What Do You Hear? B. Martin, Jr. New York: Henry Holt and Company.

Too Much Noise. A. McGovern. Boston: Houghton Mifflin.

Songs, Poems and Fingerplays

Everything Grows. "Let's Make Some Noise." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "My Fingers," "Ready to Listen," "The Wind." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Hug the Earth. "Tickle Train." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Learning Basic Skills (Through Music, Volume III). "Stop, Look and Listen." Hap Palmer. Freeport. NY: Educational Activities.

One Light, One Sun. "Down on Grandpa's Farm," "Time to Sing." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

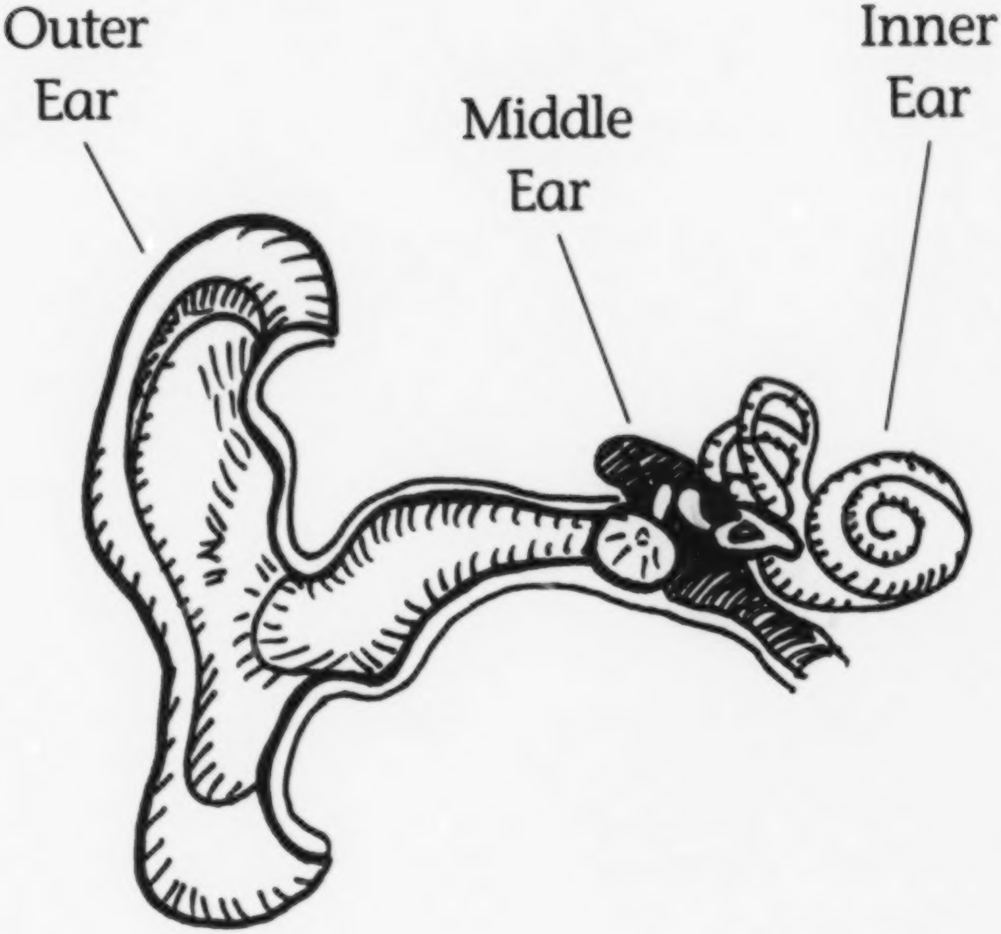
Peace Is the World Smiling. "Voices." Various artists. Redway, CA: Music for Little People.

Singable Songs (for the Very Young). "Old McDonald Had a Band." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Teaching Peace. "Listen." Red Grammer. Peekskill, NY: Smiling Atcha Music.

TEACHER

How We Hear


Outer
Ear
Middle
Ear
Inner
Ear

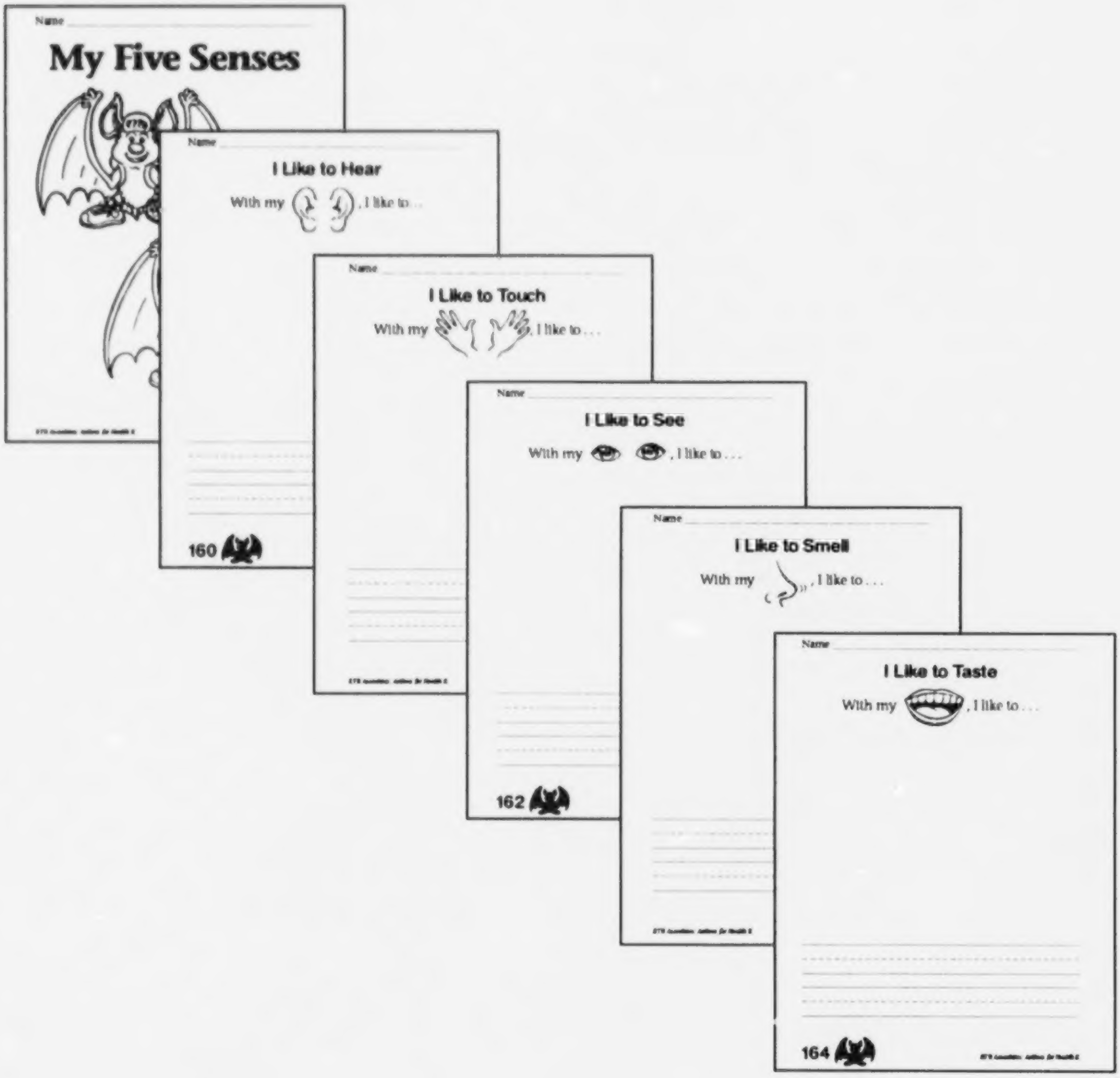
163

TEACHER

My Five Senses Booklet

Directions

Gather a set of six worksheets—**My Five Senses, I Like to Hear, I Like to Touch, I Like to See, I Like to Smell** and **I Like to Taste**—for each child. Staple the worksheets together. If desired, fold a brightly colored 2" by 11" strip of construction paper in half lengthwise to make a binding. Place the worksheets along the fold and staple.

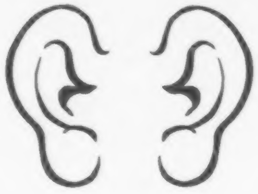

Name
My Five Senses
Name
I Like to Hear
With my , I like to . . .
160
Name
I Like to Touch
With my , I like to . . .
Name
I Like to See
With my , I like to . . .
162
Name
I Like to Smell
With my , I like to . . .
Name
I Like to Taste
With my , I like to . . .
164

Name ______________________________

My Five Senses

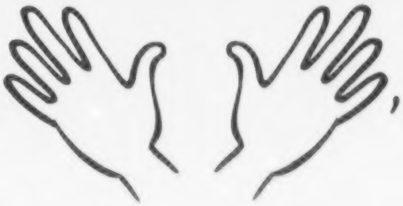
Name ______________________________

I Like to Hear

With my , I like to…

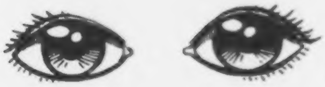
Name ______________________________

I Like to Touch

With my , I like to . . .

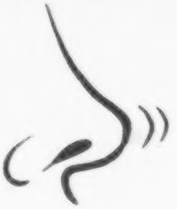
Name ________________________________

I Like to See

With my , I like to . . .

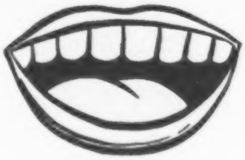
Name ______________________________

I Like to Smell

With my , I like to . . .

Name ______________________________

I Like to Taste

With my , I like to . . .

LESSON

15

I Like to Touch

Objective

Children will be able to identify things they like to touch.

Time

One class period.

Overview

After a review of the sense of hearing, children hear a story about the sense of touch. They learn more about how this sense works. They then experiment with a touch activity, sing a song about touch and complete another page of the five senses booklet.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:
✓ **How We Hear** poster, from Lesson 14.
✓ *Five Special Senses,* an *Actions for Health* storybook, from Lesson 14.
✓ **My Five Senses Booklets,** from Lesson 14.
✓ Art supplies (crayons or markers) for children.

MAKE:
✓ Poster of **How We Touch** teacher page.
✓ A Touch Box. See **Touch Box *Directions*.**

PREPARE:
✓ Choose a story, song, poem or fingerplay about the sense of touch to share with children. See Suggested Resources.
✓ Arrange for classroom helpers (aides, volunteers, older students) to help children work on the **My Five Senses Booklet** (optional).

Procedure

- Use the **How We Hear** poster from Lesson 14 to review the sense of hearing. Tell children that today they will learn about another one of their five senses. Explain that our senses help us learn more about the world.

- Read and discuss a story about the sense of touch, or teach children a song, rhyme or fingerplay about touch.

■ Show children the **How We Touch** poster. Tell children that we use our skin to touch. We often touch things with our hands or fingers, but all of our skin is sensitive to touch.

Remind students of the story about Blanca Bat. What does she learn by touching? (Whether a piece of fruit is too hard, too soft or just right.) Ask children what kinds of things we can learn by touching something. Explain that the sense of touch tells us if something is hot or cold, smooth or rough, soft or hard, wet or dry.

■ Show children the Touch Box. Tell them they are going to try to find out what's inside without using their eyes. They will be using their fingers and their sense of touch. Explain that the things in the box are things they see often, but now they will only be using the sense of touch.

Tell children they will take turns guessing what's in the Touch Box. Tell them when it's their turn, they will reach in the box, hold one of the objects and tell how it feels (hard or soft, smooth or rough, wet or dry, hot or cold). Then they can guess what the object is.

After they guess, they can pull the object out of the box to see if their guess was right. Pass the Touch Box around the circle, and let five to eight children have a turn. Tell the rest of the class that they can play with the Touch Box with a partner during a class activity time later.

■ Distribute the **My Five Senses Booklets**, being sure each child gets his or her booklet from the previous lesson. Show children how to open the booklet to the second page, **I Like to Touch**. Brainstorm with children things they like to touch, and write their ideas on the board. Ask them what kinds of pictures they could draw to go with the ideas.

Tell children to choose something they like to touch to draw a picture of on the booklet page. Tell children to write about their picture on the lines at the bottom of the page.

Note: To describe their pictures, children may copy words off the board, dictate words that you or classroom helpers write for them, or use invented spelling.

When children have finished, collect the booklets. Tell children they will be working on other pages in their booklets in other health lessons.

Center Connection

- Place the Touch Box in a learning center where children can use it.

- Set up a learning center where children can complete the **I Like to Touch** page with classroom helpers.

Evaluation

Assess children's work on the **I Like to Touch** page of the **My Five Senses Booklet** for their ability to identify things they like to touch.

Suggested Resources

Stories

The Five Senses: Touch. J. M. Parramon et al. Woodbury, NY: Barron's.

Is It Rough? Is It Smooth? Is It Shiny? T. Hoban. New York: Greenwillow.

My Hands. Aliki. New York: Thomas Y. Crowell.

Pat the Bunny. D. Kumhardt. New York: Golden Books.

The Princess and the Pea. J. Stevens. New York: Scholastic.

The Touch Me Book. P. and E. White. New York: Golden Books.

The Velveteen Rabbit. M. Williams. Philadelphia: Courage Books, Running Press.

Water Is Wet. P. Pollock. New York: Putnam.

Songs, Poems and Fingerplays

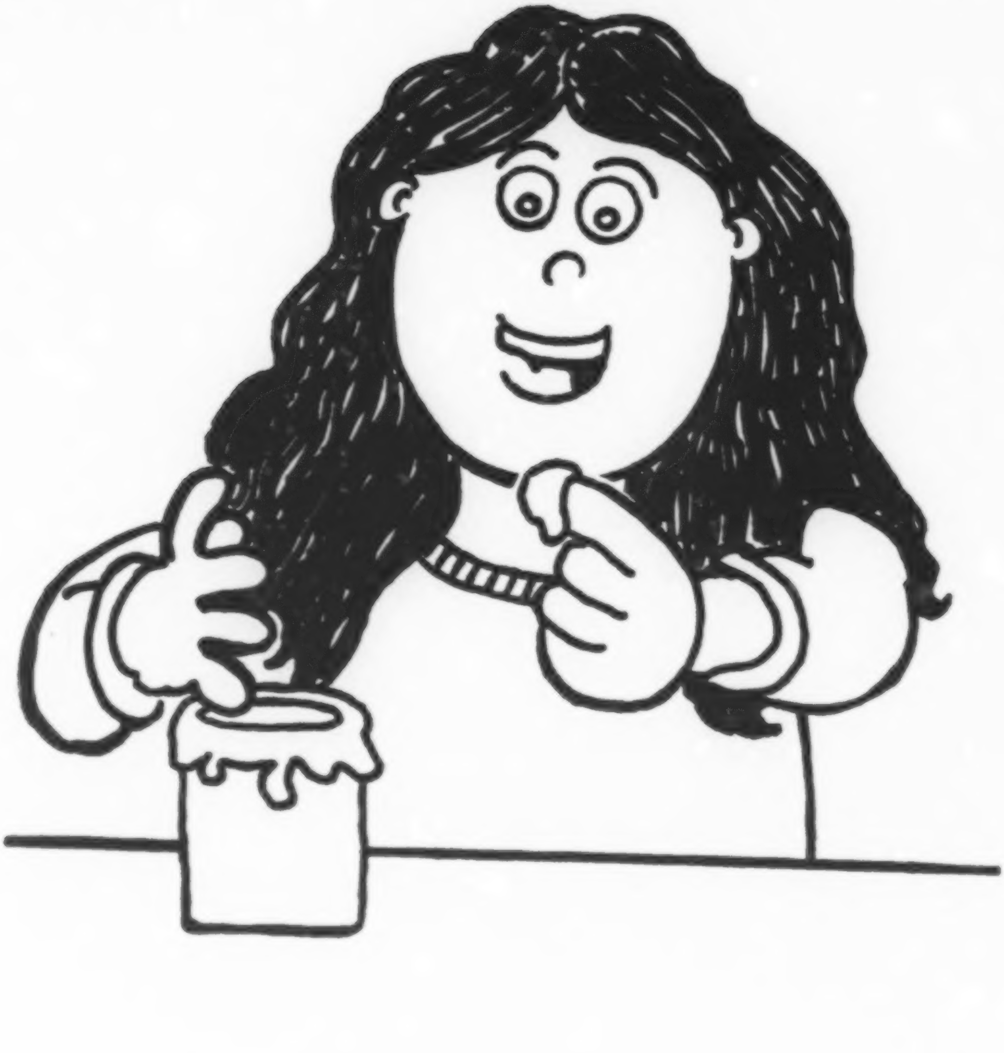
Everything Grows. "Bathtime," "Teddy Bear Hug." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Head and Shoulders," "Ten Little Fingers," "Warm Hands," "The Wind." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Hug the Earth. "Skin." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

TEACHER

How We Touch



TEACHER

Touch Box

Directions

Materials

- Empty shoebox or large plastic soda bottle.
- Large sock (if you use plastic soda bottle).
- Objects to touch. Choose a variety of the following:
  - ✓ paper clip
  - ✓ pencil (not sharpened)
  - ✓ primary scissors
  - ✓ piece of fabric
  - ✓ bristle block
  - ✓ brush
  - ✓ comb
  - ✓ hair barrette
  - ✓ flower
  - ✓ piece of paper
  - ✓ crayon
  - ✓ plastic cup

In the end of a shoebox, make a hole large enough for a child's hand to fit through comfortably. Or cut the neck portion off an empty large plastic soda bottle (clean and dry). Stretch a large sock over the lower portion of the container, so children can put their hands inside the top of the sock to reach into the container. Place a variety of objects inside for children to touch.

LESSON

16

I Like to See

Objective

Children will be able to identify things they like to see.

Time

One or two class periods.

Overview

After reviewing the senses of hearing and touch, children listen to a story or other creative piece about the sense of sight. They learn more about how this sense works. They make binoculars and play a game, then complete another page for the booklet about the five senses.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

- ✓ **How We Hear** poster, from Lesson 14.
- ✓ **How We Touch** poster, from Lesson 15.
- ✓ *Five Special Senses,* an *Actions for Health* storybook, from Lesson 14.
- ✓ Cardboard tubes, two for each child.
- ✓ Yarn, one 28-inch piece for each child.
- ✓ **My Five Senses Booklets**, from Lesson 14.
- ✓ Art supplies (crayons or markers) for children.

MAKE:

- ✓ Poster of **How We See** teacher page.
- ✓ **Binoculars**, one for each child. See **Binoculars** ***Directions***.

PREPARE:

- ✓ Choose a story, song, poem or fingerplay about the sense of sight share with children. See Suggested Resources.
- ✓ Arrange for classroom helpers (aides, adult volunteers, older students to help children make **Binoculars** and complete the **My Five Senses Booklet** page.

Procedure

■ Use the **How We Hear** and **How We Touch** posters to review the senses of hearing and touch. Tell children that today they will be learning about another of their five senses.

- Read and discuss a story about sight, or teach children a song, poem or fingerplay about sight.

- Show children the **How We See** poster. Explain that we see with our eyes. When we look at something, light bounces off the thing we're looking at. This light enters our eyes through the small dark circle in the eye. This circle is called the pupil. The pupil gets larger to let in more light and smaller to shut out too much light.

Remind children of how Blanca Bat sees. Her eyes work much the same as ours do, but she sees only black and white. Talk about the wonderful colors we can see.

Tell children that some people have trouble seeing and some people can't see at all. People who can't see well may wear glasses to help them see better.

Tell children that it's important to take good care of their eyes. Remind children that they should never look directly at the sun but should protect their eyes from the sun's powerful rays.

- Demonstrate how to make **Binoculars**. Tell students that real binoculars are special glasses that help us see things that are far away. Tell them that today they will make pretend binoculars that they can use to look around the room.

Show children how to print their names on the binoculars. Tell them they can decorate the binoculars with crayons or markers. Show children how to thread the yarn through the holes to make a strap to hang the binoculars around the neck.

Distribute the prepared **Binoculars** and art supplies. Help children complete their projects.

- When children have completed their **Binoculars**, play a game of "I Spy." Tell children to use their sense of sight by looking through their binoculars to find the answers to the riddles you ask.

Say, for example, "I spy with my little eye something on the wall that has stars on it. What is it?" Encourage children to describe the color, shape, size and location of the objects they spy.

- Distribute the **My Five Senses Booklets**, and show children how to find the **I Like to See** page. Brainstorm with children things they like to see with their eyes. Record their ideas on the board. Discuss what pictures they could draw to go with the ideas.

Tell children to draw a picture of something they like to see on the page in their booklets. Tell children to write about their picture on the lines at the bottom of the page.

Note: To describe their pictures, children may copy words off the board, dictate words that you or classroom helpers write for them or use invented spelling.

When children have finished, collect the booklets. Tell children they will be working on other pages in their booklets in other health lessons.

Center Connection

- Set up a learning center where classroom helpers can help children make **Binoculars**.

- Set up a learning center where children can complete the **I Like to See** page with classroom helpers.

Evaluation

Assess children's work on the **I Like to See** page of the **My Five Senses Booklet** for their ability to identify things they like to see.

Suggested Resources

Stories

Brown Bear, Brown Bear, What Do You See? B. Martin, Jr. New York: Henry Holt.

A Color of His Own. L. Lionni. New York: Pantheon Books.

Each Peach Pear Plum. J. and A. Ahlberg. New York: Viking.

Eye Book. T. Le Sieg. New York: Random House.

The Five Senses: Sight. J. M. Parramon et al. Woodbury, NY: Barron's.

It Looked Like Spilt Milk. C. Shaw. New York: Harper and Row.

Little Blue and Little Yellow. L. Lionni. New York: Ivan Obolensky.

Look at Your Eyes. P. Showers. New York: Thomas Y. Crowell.

Take Another Look. T. Hoban. New York: Greenwillow Books.

What Spot? C. N. Bonsall. New York: Harper and Row.

Who Took the Farmer's Hat? J. Nodset. New York: Harper.

Songs, Poems and Fingerplays

All of Us Will Shine. "Flowers." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Circle Around. "The Monster Song." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Finger Frolics: Fingerplays for Young Children. "Sight," "Stars." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Learning Basic Skills (Through Music, Volume III). "Stop, Look and Listen." Hap Palmer. Freeport, NY: Educational Activities.

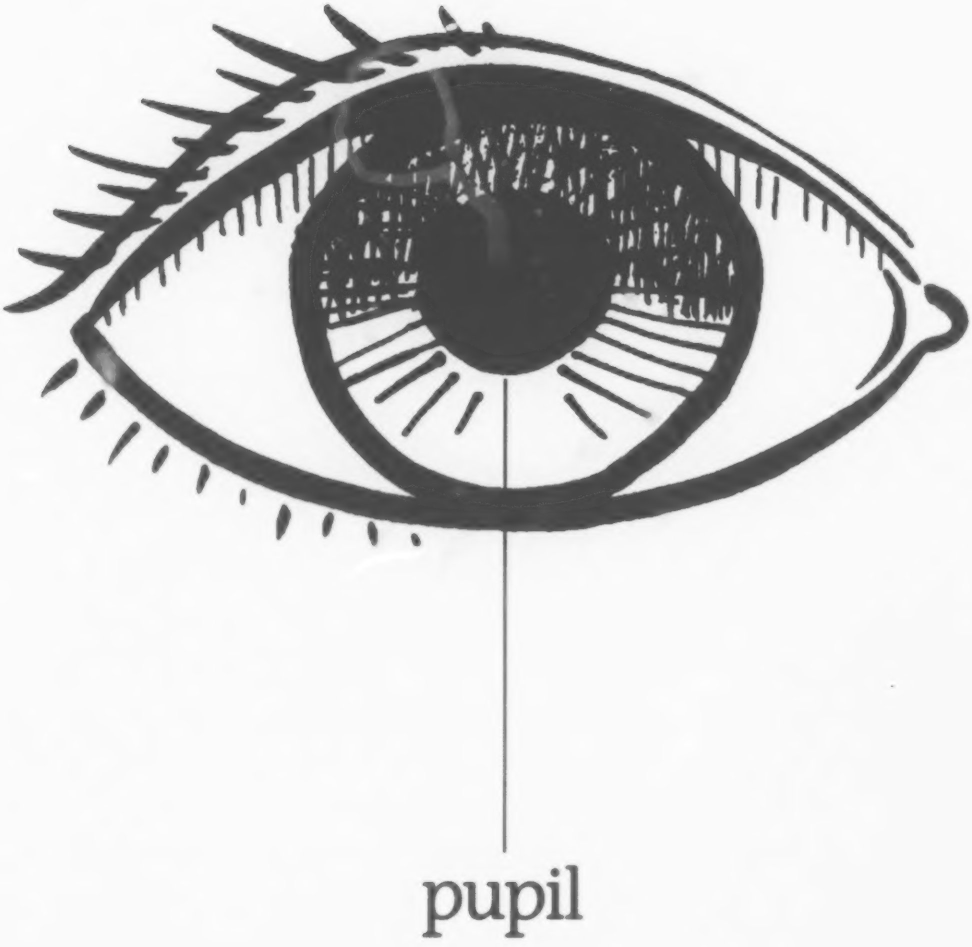
One Light, One Sun. "De Colores," "Walk Outside." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Singable Songs (for the Very Young). "Down by the Bay." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Where the Sidewalk Ends. "It's Dark in Here." S. Silverstein. New York: Harper and Row.

TEACHER

How We See



TEACHER

Binoculars

Directions

Materials

- Empty cardboard tubes, two 6-inch tubes for each child. Use empty toilet paper rolls or empty paper towel rolls, cut in half.
- Single hole punch.

Staple two cardboard tubes together to make binoculars. Punch a hole on each side for yarn to go through to make a hanging strap.

LESSON

17

I Like to Smell

Objectives

Children will be able to identify foods or flavors according to smell.

Children will be able to identify things they like to smell.

Time

Two class periods.

Overview

Children review the senses of hearing, touch and sight. They then listen to a story or other creative piece and an explanation of the sense of smell. After an activity that allows them to smell a variety of things, they complete another page of the booklet about the five senses.

Note: Check to be sure your students do not have allergies to any of the substances they will be smelling in this lesson.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:
✓ **How We Hear** poster, from Lesson 14.
✓ **How We Touch** poster, from Lesson 15.
✓ **How We See** poster, from Lesson 16.
✓ *Five Special Senses,* an *Actions for Health* storybook, from Lesson 14.
✓ **My Five Senses Booklets,** from Lesson 14.
✓ Art supplies (crayons or markers) for children.

COPY:
✓ **What's That Smell?** worksheet, one for each child.

MAKE:
✓ Poster of **How We Smell** teacher page.
✓ **Smell Jars**. See **Smell Jars *Directions***.

PREPARE:
✓ Choose a story, song, poem or fingerplay about the sense of smell to share with children. See Suggested Resources.
✓ Ask for classroom helpers (aides, adult volunteers, older students) to assist with the **Smell Jars** activity and the **My Five Senses Booklet**.

Procedure

■ Use the **How We Hear, How We Touch** and **How We See** posters to review the senses studied earlier.

- Read and discuss a story about smell, or teach children a song, poem or fingerplay about smell.

- Show children the **How We Smell** poster. Explain that the nose is used to smell things. Remind students that Blanca Bat uses her nose to smell things, too. Ask children to name some things we can smell.

- Show children the **What's That Smell?** worksheet, and demonstrate how to put their names on it. Tell them they are going to smell some different things.

Show children how to close their eyes, smell what is in one of the **Smell Jars,** and put the lid back on. Tell children that after they smell each jar, they should write the number of the jar next to the picture on the worksheet that shows what they smelled, or color the picture to match the color on the jar.

Review the pictures on the worksheet with students to be sure they can identify each picture—chocolate, cinnamon, lemon, peanut butter, peppermint, onion, vanilla, dill pickle.

Point out the tables with the **Smell Jars**. Tell children that when everyone at their table has smelled the four jars and written the numbers on the worksheet, the leader at the table will trade jars with another table. All the children will get to smell eight different things. When children have finished, collect the completed worksheets.

Note: You might want to share the "rating" system from the **What's That Smell? *Key*** with children. Be sure to make it clear that this is just for fun.

- Distribute the **My Five Senses Booklets** and show children how to find the **I Like to Smell** page. Brainstorm with children things they like to smell, and write their ideas on the board. Ask them what kinds of pictures they could draw to go with the ideas.

Tell children to choose something they like to smell to draw a picture of on the booklet page. Tell children to write about their pictures on the lines at the bottom of the page.

Note: To describe their pictures, children may copy words off the board, dictate words that you or classroom helpers write for them, or use invented spelling.

When children have finished, collect the booklets. Tell children they will be working on the last page in their booklets in the next health lesson.

Center Connection

- Set up learning centers for the **Smell Jars** activity. Be sure classroom helpers are available to help children with the activity.

- Set up a learning center where children can complete the **I Like to Smell** page with classroom helpers.

Evaluation

Assess children's work on the **Smell Jars** worksheet for their ability to identify the smells.

Assess children's work on the **I Like to Smell** page of the **My Five Senses Booklet** for their ability to identify things they like to smell.

Suggested Resources

Stories

The Five Senses: Smell. J. M. Parramon et al. Woodbury, NY: Barron's.

Follow Your Nose. P. Showers. New York: Thomas Y. Crowell.

Moon Man. L. Ungerer. New York: Harper and Row.

The Nose Book. A. Perkins. New York: Random House.

Songs, Poems and Fingerplays

All of Us Will Shine. "Flowers." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Finger Frolics: Fingerplays for Young Children. "My Mother's Bouquet." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

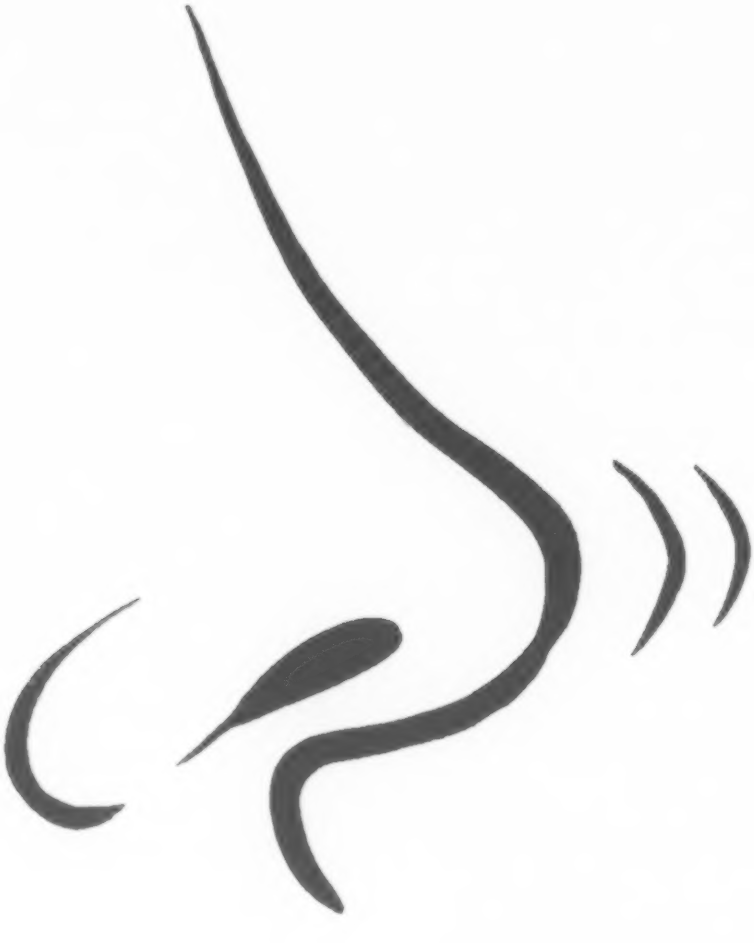
Hug the Earth. "Garbage Blues." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

When My Shoes Are Loose. "Open Flower." Billy B. Takoma Park, MD: Do Dreams.

Where the Sidewalk Ends. "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out." S. Silverstein. New York: Harper and Row.

TEACHER

How We Smell



TEACHER

Smell Jars

Directions

Materials

- Sixteen small wide-mouth jars with lids *or* black film containers (available from camera stores) *or* empty potato chip cans (e.g., Pringle's).
- Black construction paper to line jars *or* contact paper to cover potato chip cans (optional).
- Cotton balls.
- Chocolate (Cocoa mix works well).
- Dill pickle or dill pickle juice.
- Ground cinnamon.
- Lemon juice.
- Peanut butter.
- Peppermint extract.
- Small slice of onion.
- Vanilla extract and/or vanilla beans.

If you use jars, line each jar with a strip of black construction paper, so what's inside can't be seen. If you use potato chip cans, you may want to cover them with contact paper. Prepare two sets of containers. Number the lids of the containers in each set from one to eight or use eight different colors to identify the jars.

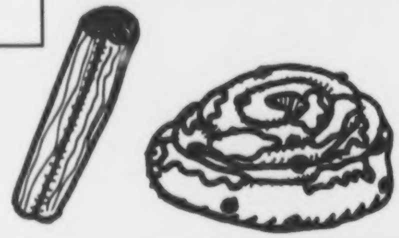
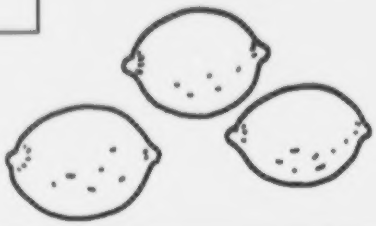
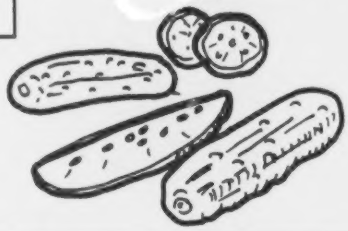
Place a different substance in each of the eight containers in a set. Be sure the two sets match. Extracts, lemon juice and dill pickle juice can be dabbed on cotton balls to place in the containers.

Set up four tables for the activity. Use four containers at each table. You will have two sets of containers 1 to 4 and two sets of containers 5 to 8. Place a different set at each table.

Fill in the **What's That Smell? *Key*** to indicate which numbered jar each of the substances is in (or change the key to identify jars by color).

Name ______________________________

What's That Smell?

☐ chocolate	☐ cinnamon 
☐ lemon 	☐ peanut butter
☐ peppermint	☐ dill pickle 
☐ vanilla	☐ onion

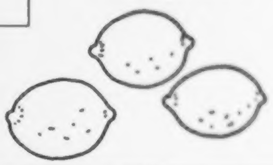
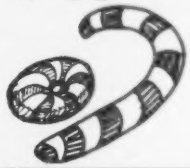
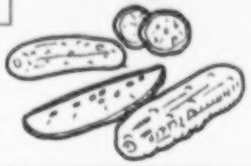
PEANUT
Butter
PURE
VANILLA
EXTRACT

BEST COPY AVAILABLE

TEACHER

What's That Smell?

Key

☐ chocolate	☐ cinnamon
☐ lemon 	☐ peanut butter PEANUT Butter
☐ peppermint 	☐ dill pickle 
☐ vanilla PURE VANILLA extract	☐ onion

Just for Fun

Number Correct	Rating
0–1	the nose of someone with a cold or allergy
2–4	an average nose
5–7	the nose of a fine cook
8	the nose of a perfume maker

LESSON

18

I Like to Taste

Objectives

Children will be able to identify sweet, sour, salty and bitter tastes.

Children will be able to identify things they like to taste.

Time

One class period.

Overview

Children review the senses of hearing, touch, sight and smell. They then listen to a story and an explanation of the sense of taste. After a tasting activity, they complete the final page of the booklet about the five senses.

Note: Check to be sure none of your students are allergic to any of the substances they will be tasting in this lesson.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:
- ✓ **How We Hear** poster, from Lesson 14.
- ✓ **How We Touch** poster, from Lesson 15.
- ✓ **How We See** poster, from Lesson 16.
- ✓ **How We Smell** poster, from Lesson 17.
- ✓ *Five Special Senses*, an *Actions for Health* storybook, from Lesson 14.
- ✓ Dried parsley, about four ounces.
- ✓ **My Five Senses Booklets,** from Lesson 14.
- ✓ Art supplies (crayons or markers) for children.

MAKE:
- ✓ Poster of **How We Taste** teacher page.
- ✓ **Taste Jars**. See **Taste Jars *Directions***.

PREPARE:
- ✓ Choose a story, song, poem or fingerplay about the sense of taste to share with children. See Suggested Resources.
- ✓ Arrange for classroom helpers (aides, adult volunteers, older students) to assist with the **Taste Jars** activity and the **My Five Senses Booklet** (optional).

Procedure

■ Use the **How We Hear, How We Touch, How We See** and **How We Smell** posters to review the senses studied earlier. Tell children we have five senses that help us learn more about the world. They have learned about four of them. Today they are going to learn about the fifth sense—taste.

■ Read and discuss a story about taste, or teach children a song, poem or fingerplay about the sense of taste.

■ Show children the **How We Taste** poster. Explain that tiny bumps on our tongue help us taste. These tiny bumps are called taste buds. Remind children of what Blanca Bat's taste buds tell her (whether fruit is sweet, sour, salty or bitter). Tell them these are the four different types of taste that we taste, too.

Explain that different parts of the tongue are sensitive to different tastes. Sweet and salty foods are tasted by the taste buds on the tip of the tongue. Sour foods are tasted by the taste buds on the sides of the tongue. Bitter foods are tasted by the taste buds on the back of the tongue.

■ Give each child a paper towel. Then give each child a soaked swab from the first of the **Taste Jars**. Tell children to touch the swab to their tongues to taste it. Then, on the count of three, have children guess what the taste is—sweet, salty, sour or bitter.

Tell children to put the swabs they've tasted on the paper towel, and distribute the swabs from the next **Taste Jar** for children to taste. Let them guess the taste on the count of three. Repeat with the last **Taste Jar**.

Sprinkle a little dried parsley on each child's paper towel. Show children how to lick a fingertip, dip it into the parsley, and touch the green flakes to the tongue.

Tell them to touch first the tip of the tongue, then the sides and then the back. On the count of three, let children guess what the taste is (bitter).

■ Distribute the **My Five Senses Booklets**, and show children how to open to the last page, **I Like to Taste**. Tell them they will be completing their booklets today. They have learned about all of their five senses.

Brainstorm with children things they like to taste, and write their ideas on the board. Ask children what kinds of pictures they could draw to go with the ideas.

Tell children to choose something they like to taste to draw a picture of on the booklet page. Tell children to write about their picture on the lines at the bottom of the page.

Note: To describe their pictures, children may copy words off the board, dictate words that you or classroom helpers write for them, or use invented spelling.

Center Connection

- Set up learning centers for the **Taste Jars** activity. Be sure classroom helpers are available to help children with the activity.

- Set up a learning center where children can complete the **I Like to Taste** page with classroom helpers.

Evaluation

Assess children's responses during the taste jars activity for their ability to identify different kinds of tastes.

Assess children's work on the **I Like to Taste** page of the **My Five Senses Booklet** for their ability to identify things they like to taste.

Home/Family Connection

Let children take their completed **My Five Senses Booklets** home to share with their families, or display the booklets in the classroom during a back-to-school or open-house event.

Suggested Resources

Stories

Bread and Jam for Frances. R. Hoban. New York: Trophy.

Blueberries for Sal. R. McClosky. New York: Viking.

The Carrot Seed. R. Krauss. New York: Harper and Row.

The Five Senses: Taste. J. M. Parramon et al. Woodbury, NY: Barron's.

Jamberry. B. Degen. New York: Harper and Row.

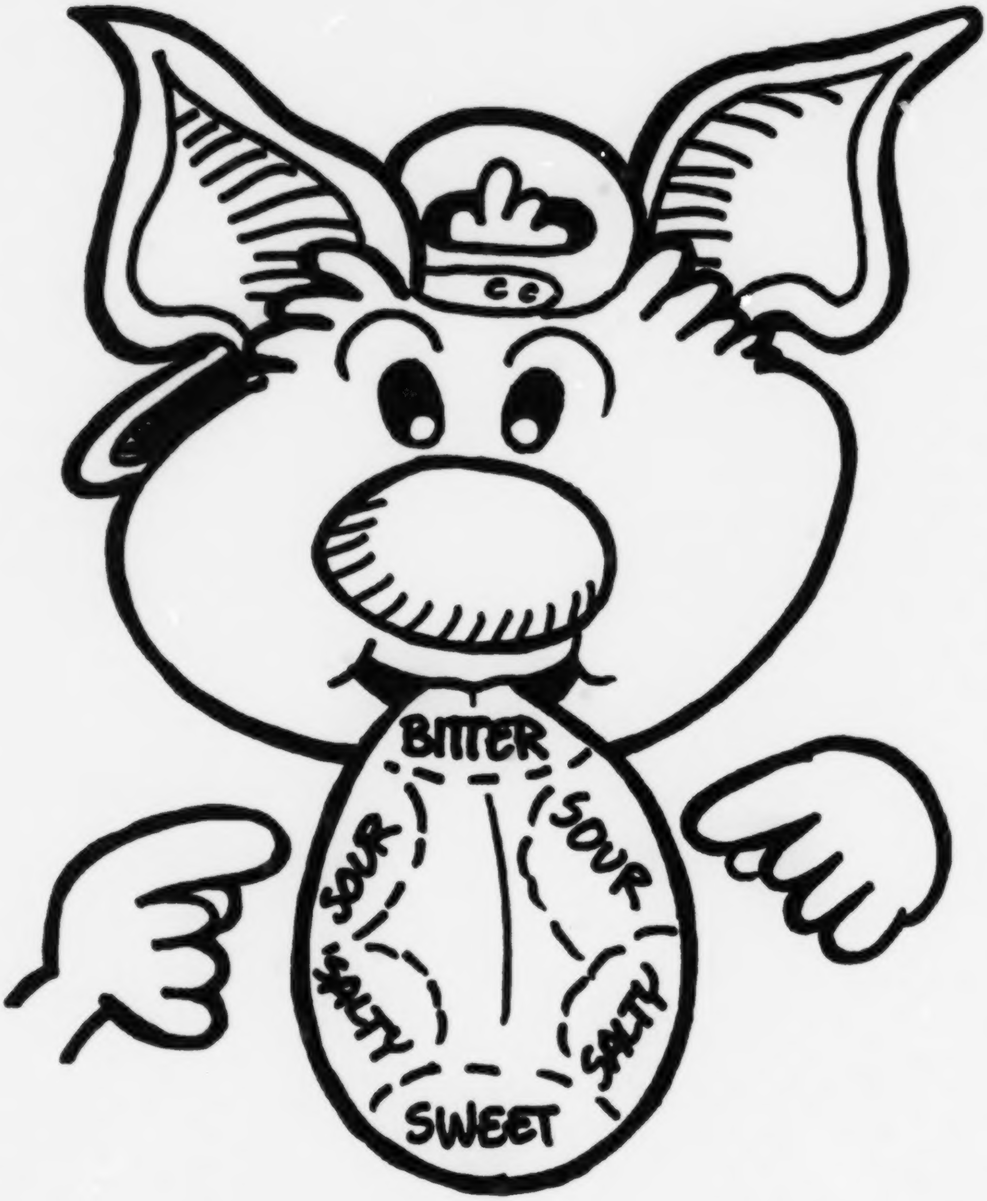
Songs, Poems and Fingerplays

Finger Frolics: Fingerplays for Young Children. "The Four Food Groups." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD. Gryphon House.

One Light, One Sun. "Apples and Bananas." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

TEACHER

How We Taste


BITTER
SOUR
SOUR
SALTY
SALTY
SWEET

TEACHER

Taste Jars

Directions

Materials

- Three clean 6- to 8-ounce jars.
- Water.
- Lemon juice.
- Salt.
- Honey.
- Cotton-tipped swabs, three for each child.
- Paper towels, one for each child.

Mix lemon juice with water in one of the jars, salt with water in another, and honey with water in the third. Place a swab for each child in each of the jars and let the swabs soak.

UNIT IV

Food Helps the Body

LESSON 19

Grow and Be Strong

Objective

Students will be able to identify healthy foods.

Time

One class period.

Overview

Unit IV: Food Helps the Body begins with a story about eating and foods that are good for the body. Children discuss the story. They then make pictures and dictate sentences for a class booklet about foods that help the body stay strong and healthy.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

- ✓ *Try It, You'll Like It!*, an *Actions for Health* storybook.
- ✓ **Try It, You'll Like It!** poster.
- ✓ Construction paper, one 8-1/2" x 11" or larger piece for each child.
- ✓ Art supplies (crayons or markers) for children.
- ✓ Scissors and glue for children.
- ✓ Magazines with pictures of food for children to cut out (optional).

COPY:

- ✓ **Foods That Help the Body** worksheet, one for each child.

PREPARE:

- ✓ Post the **Try It, You'll Like It!** poster in the classroom.
- ✓ Set up the **Foods Bulletin Board**. See the **Foods Bulletin Board *Directions***.
- ✓ Enlarge and color the pictures on the **Foods** teacher page.
- ✓ Make a cover for a class booklet titled "Foods That Help the Body."
- ✓ Arrange for classroom helpers (aides, adult volunteers, older students) to take children's dictation for their pictures of foods that help the body (optional).

REVIEW:

- ✓ **Peanut Butter and Jelly Chant**, to teach to children (optional).

Procedure

- Read children the story *Try It, You'll Like It!* Discuss. Tell children that food gives our bodies the energy and fuel they need to grow and be strong. Explain that different kinds of food help our body in different ways, so it's important to eat many different kinds of food. Add that Bernie is a fruit bat, so he needs to eat many different kinds of fruit to grow and be strong.

- Point out the pictures on the **Foods Bulletin Board**. Tell children that the bulletin board shows some of the foods that can help us grow and be healthy and strong.

Point out the Grains group. Tell children that this group is larger than the others because we need to eat more of these foods than any others. Ask children to name the foods pictured in this group. Ask children to name their favorite foods from this food group.

Point out the Fruits group and the Vegetables group. Remind children of all the different fruits Bernie saw at the store. Tell children that our bodies also need a lot of both fruits and vegetables. Help children identify the fruits and vegetables pictured. Ask children to name their favorite foods from this group.

Point out the Milk group and the Meat group. Tell children that our bodies don't need quite so much of these foods. Explain the variety of foods pictured in these two groups. The Milk group includes a variety of dairy products, and the Meat group also includes beans, nuts and eggs. Ask children to identify the foods pictured and name their favorite foods from these two groups.

Show children the "Others" foods. Ask children to name some of these foods (cake, candy, chips).

Tell children that these foods don't do much to help the body grow and be strong. Explain that we should eat just a little bit of these foods. Emphasize that these are extra foods that our bodies don't really need. Ask children how they might feel if they ate too much of these foods (tummyache, tired).

Remind students that to help our bodies grow and be strong, we need to eat a lot of grains and cereals, many vegetables and fruits and some foods from the milk and meat groups. Then we can eat just a little bit of the "Others" foods.

- Distribute the **Foods That Help the Body** worksheet. Tell children the words on the worksheet, "Foods That Help the Body," are the title for a picture they are going to make.

Distribute construction paper, magazines, scissors and glue. Tell children to color and cut out the title and the pictures on the worksheet and glue them to the construction paper. Then tell children to cut pictures out of the magazines of foods that help the body grow and be strong to glue to the paper. *Or* let children draw pictures of foods that help the body.

Ask children to dictate a sentence about healthy food. Write the sentences on children's pictures. Collect the pictures and assemble them into a class booklet titled "Foods That Help the Body."

Center Connection

- Set up a learning center for the **Foods That Help the Body** pictures. Have classroom helpers help children make and describe their pictures.

Evaluation

Assess children's work on the **Foods That Help the Body** pictures for their ability to identify foods that help the body.

Follow-Up/Extension

Teach children the **Peanut Butter and Jelly Chant**. (See Suggested Resources for music to accompany this chant.)

Suggested Resources

Stories

Cloudy with a Chance of Meatballs. J. Barrett. New York: Macmillan.

A Drop of Blood. P. Showers. New York: Thomas Y. Crowell.

Fat, Fat Calico Cat. D. Charles. Chicago: Children's Press.

Gregory, the Terrible Eater. M. Sharmat. New York: Scholastic.

Happy, Healthy Pooh Book. Disney. New York: Golden Books.

A Healthy Body: A Book About Fitness and Nutrition. M. Packard. Racine, WI: Western Publishing.

Let's Eat. G. Fujikawa. Japan: Zokeisha.

Riddle Soup. V. Gregory. New York: Four Winds Press.

Stone Soup. M. Brown. New York: Charles Scribners' Sons.

The Sweet Touch. L. Balian. Nashville: Abingdon Press.

Songs, Poems and Fingerplays

All of Us Will Shine. "Pearly White Waltz." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Baby Beluga. "All I Really Need," "Day O." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Ten Red Apples," "Ten Rosy Apples." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Learning Basic Skills (Through Music, Volume III). "Alice's Restaurant." Hap Palmer. Freeport, NY: Educational Activities.

Peanut Butter and Jelly. Palo Alto, CA: Magical Music Express.

Singable Songs (for the Very Young). "Aikendrum," "Five Little Frogs," "Peanut Butter Sandwich." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Travelin' with Ella Jenkins. "Hukilau." Ella Jenkins. New York: Folkways Records and Service.

When My Shoes Are Loose. "Do You Know," "Here Come the Bees," "I'm Just Hungry," "Worms." Billy B. Takoma Park, MD: Do Dreams.

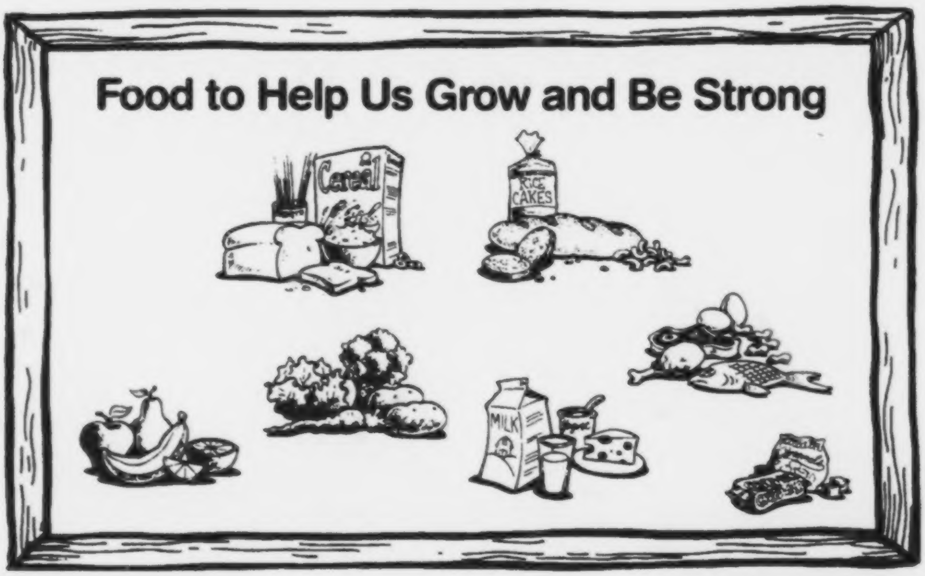
Where the Sidewalk Ends. "Skinny," "Two Boxes." S. Silverstein. New York: Harper and Row.

Foods Bulletin Board

Directions

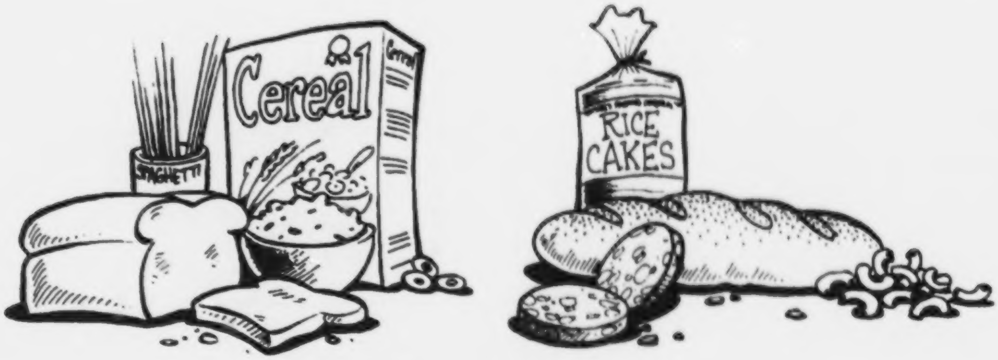
Title a bulletin board "Foods to Help Us Grow and Be Strong." Enlarge and color the pictures on the **Foods** teacher page to post on the board. Post additional pictures (cut from magazines) of foods from the different food groups. Include foods that are likely to be part of your students' diets. Suggestions include:

- Grains: bagels, bread, cereal, cornbread, macaroni, spaghetti, pita bread, pretzels, rice, rice cakes, tortillas
- Fruits (includes fresh and canned fruits and fruit juices): apples, apricots, bananas, berries, cherries, grapes, oranges, peaches, pears, pineapple, plums, watermelon
- Vegetables (includes fresh, frozen and canned vegetables and vegetable juices): beans, bean sprouts, beets, bell peppers, broccoli, brussels sprouts, cabbage, carrots, celery, cauliflower, collard greens, cucumbers, eggplant, lettuce, okra, parsnips, peas, potatoes, radishes, rutabagas, squash, turnips
- Milk: milk, cottage cheese, farmer's cheese, hard cheeses, ricotta cheese, yogurt
- Meat: beef, chicken, pork, turkey, fish, eggs, beans, nuts and nut butters (peanut butter), tofu
- Others: cake, candy, cookies, ice cream, pie, corn chips, potato chips, tortilla chips

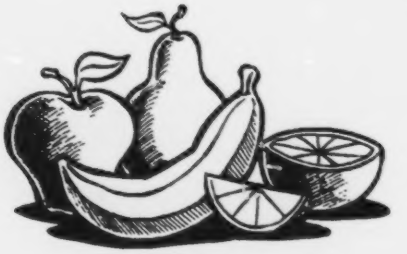

Food to Help Us Grow and Be Strong
Cereal
RICE CAKES
MILK

TEACHER

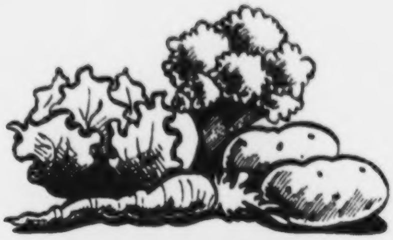
Foods


Cereal
SPAGHETTI
RICE CAKES

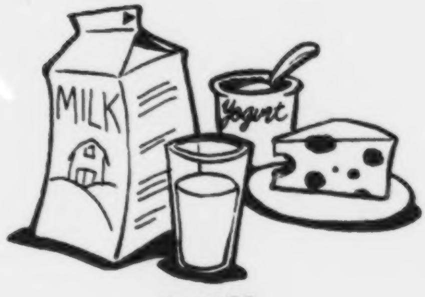
Grains



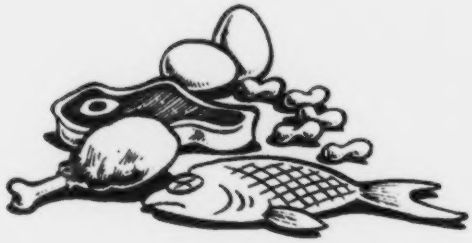
Fruits



Vegetables

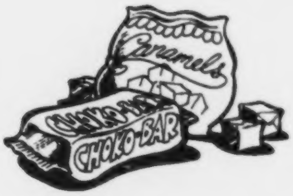

MILK
Yogurt

Milk



Meat

Others


Caramels
CHOKO-BAR

Name ____________________

Foods That Help the Body

TEACHER

Peanut Butter and Jelly Chant

Directions: Have children lift their arms overhead, then wave them down to the right and up on the refrain of "peanut butter" and down to the left and up on "jelly." Pantomime "mash-em," "squash-em," "spread it" and "eat it."

First, you take the peanuts and you mash 'em, you mash 'em!

(Refrain)
Oh, my, peanut butter and jelly.
Oh, my, peanut butter and jelly.

Then you take the berries and you squash 'em, you squash 'em.
You squash 'em, squash 'em, squash 'em!

(Refrain)

Then you take the bread and you spread it, you spread it.
You spread it, spread it, spread it!

(Refrain)

First, you take the peanuts and you mash 'em, you mash 'em.
You mash 'em, mash 'em, mash 'em!
Then you take the berries and you squash 'em, you squash 'em.
You squash 'em, squash 'em, squash 'em!
Then you take the bread and you spread it, you spread it.
You spread it, spread it, spread it!

(Say or sing the last verse as if you had a mouthful of a peanut butter and jelly sandwich.)

Then you take the sandwich and you eat it, you eat it.
You eat it, eat it, eat it!

LESSON

20

Healthy Grains

Objective

Students will be able to identify foods in the grains group.

Time

One or two class periods.

Overview

This lesson emphasizes the Grains food group. After a brief discussion of foods in the Others group, children learn more about the Grains group. Children then make a poster that depicts some healthy food from this group.

Note: In any lesson where children work with food, you need to be aware of any of your students' allergies.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

✓ *Try It, You'll Like It!*, an *Actions for Health* storybook, from Lesson 19.
✓ 12" x 18" white or light-colored construction paper, one piece for each child.
✓ Art supplies (crayons or markers) for children.
✓ Scissors and glue for children.
✓ Assorted grains—corn, rice, barley, wheat, dried pasta shapes, etc.—for each child.

COPY:

✓ **Grains** worksheet, one for each child and one for the teacher.

PREPARE:

✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the "Yes!" food posters.

REVIEW:

✓ **"Yes!" Food Poster *Example*.**

Procedure

■ Remind children of the foods pictured on the Foods Bulletin Board. Ask children what foods we should eat just a little of, because they don't help the body grow and be strong (Others). Explain that many of these foods have a lot of fat or sugar. *Note:* Avoid the term *junk food* in referring to these foods.

Point out the pictures of foods from the Others group. Discuss these foods. Acknowledge that many of these are foods we like to eat. Tell children that it's OK to eat just a little of these foods. Explain that if we eat too much of these foods, we might not eat enough of the foods our bodies need to be strong and healthy.

■ Ask children which foods they should eat the most of (foods in the grains group). Explain that many grains are seeds. Point out the pictures on the bulletin board of foods from the Grains group. Discuss these foods.

Tell children that some of these foods have to be cooked before we eat them. They may look very different when they're cooked. Show children some of the grains you've brought.

■ Tell children they are going to use the grains to make a poster about foods from the grains group. Demonstrate how to make a "Yes!" food poster.

Tell children they will write the word *Yes!* at the top of a piece of construction paper, then trace the word with glue. Then they will place different grains on the glued portion to fill in the word. See the **Yes! Food Poster *Example*.**

Distribute the construction paper, art supplies, scissors and glue. Give each child a variety of grains. Tell children to write their names on the bottom of the page and then to make the word Yes! at the top of the page as you just showed them.

■ Distribute the **Grains** worksheet. Tell children to color and cut out these pictures. Then tell them to paste the pictures on the construction paper to complete their "Yes!" food posters. Remind children that these foods are foods they can say yes to, foods they can eat a lot of to help their bodies grow and be strong.

Center Connection

- Set up learning centers where children can work on the "Yes!" food posters with the aid of classroom helpers.

Evaluation

Assess children's work on the "Yes!" posters for their ability to identify foods in the grains group.

Suggested Resources

Stories

Bread, Bread, Bread. A. Morris. New York: Scholastic.

Bread and Jam for Frances. R. Hoban. New York: Trophy.

Cloudy with a Chance of Meatballs. J. Barrett. New York: Macmillan.

Songs, Poems and Fingerplays

Baby Beluga. "Biscuits In the Oven," "Oats and Beans and Barley." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

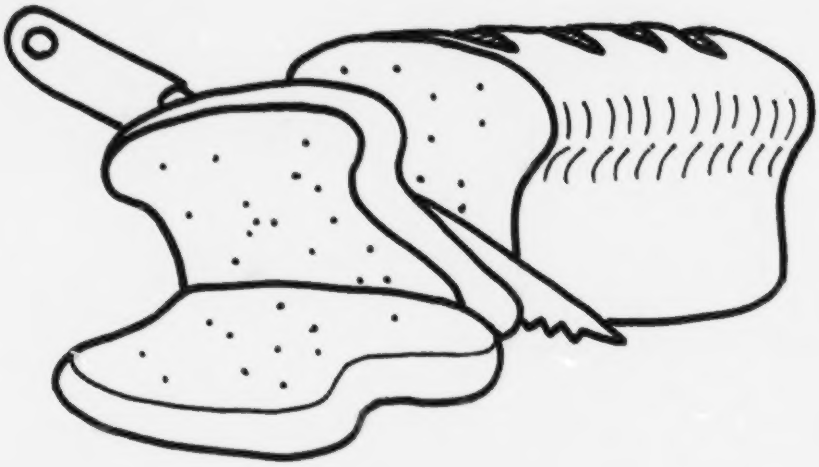
Finger Frolics: Fingerplays for Young Children. "Breads and Cereals." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Singable Songs (for the Very Young). "Five Little Frogs," "Peanut Butter Sandwich." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

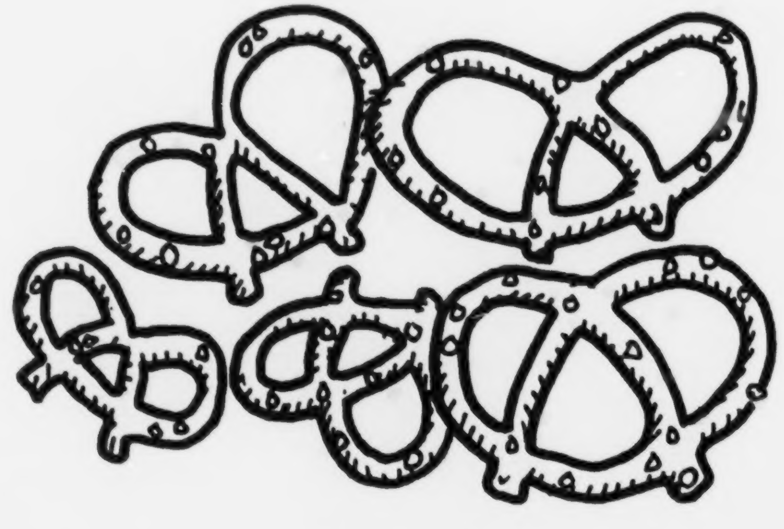
Where the Sidewalk Ends. "Spaghetti." S. Silverstein. New York: Harper and Row.

Name ________________________________

Grains



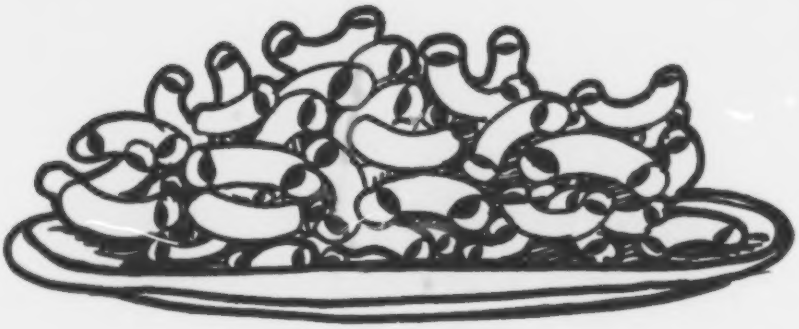
Bread



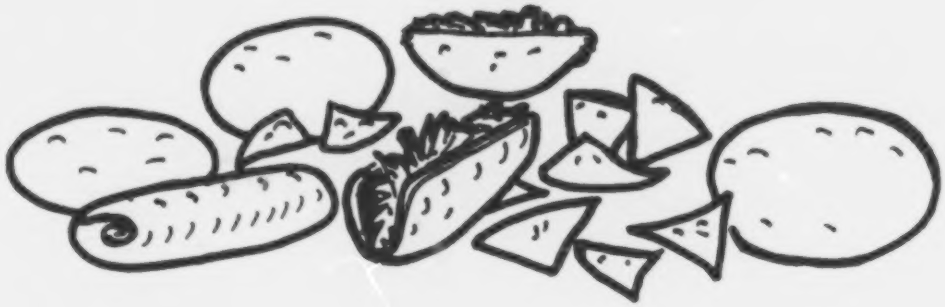
Pretzels

Name ____

Grains (continued)



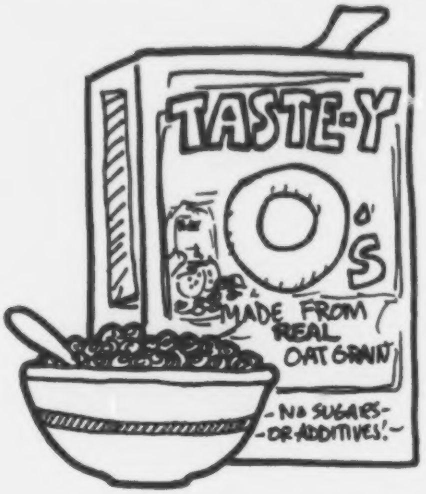
Macaroni



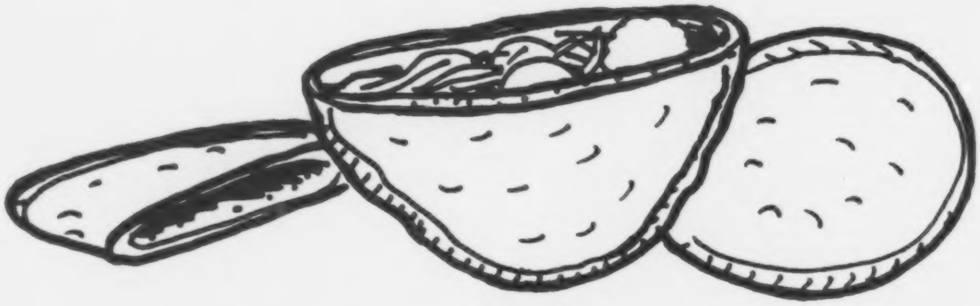
Tortillas

Name ____

Grains (continued)


TASTE-Y
O's
MADE FROM REAL OAT GRAIN
-NO SUGARS-
-OR ADDITIVES!-

Cereal



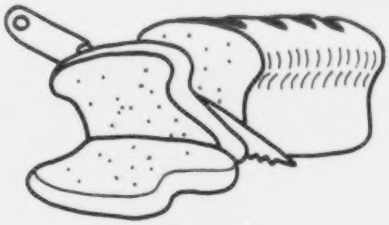
Pita Bread

TEACHER

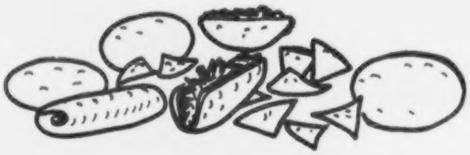
"Yes!" Food Poster

Example

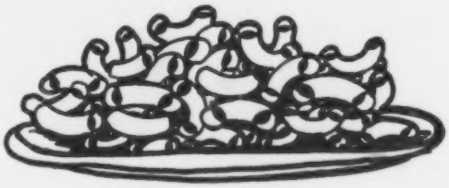
Yes!



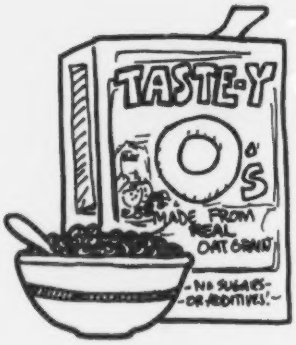
Bread



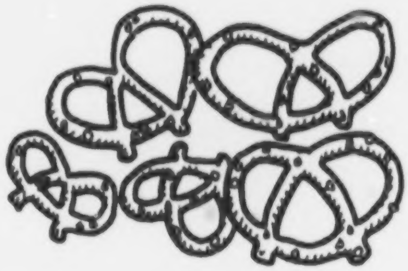
Tortillas



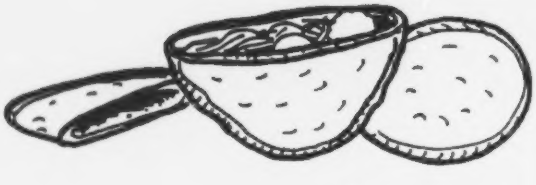
Macaroni


TASTE-Y
O's
MADE FROM REAL OAT GRAIN
-NO SUGARS-
-OR ADDITIVES!-

Cereal



Pretzels



Pita Bread

LESSON

21

Healthy Fruits and Vegetables

Objective

Children will be able to identify fruits and vegetables.

Time

One class session.

Overview

After a review of the grains food group and the Others food group, children sort vegetables and fruits into separate piles and learn a chant for each group. They then make vegetable prints.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

✓ *Try It, You'll Like It!*, an *Actions for Health* storybook, from Lesson 19.
✓ 8-1/2" x 11" white paper, one piece for each child.
✓ Tissues, several for each child.

PREPARE:

✓ Place a variety of vegetables and fruit inside a brown paper bag. Include such vegetables as a head of cauliflower or broccoli, a bunch of spinach or carrots, a handful of fresh peas, a head of lettuce, a potato. Include such fruits as an apple, banana, orange, plum, pineapple.
✓ Cut some vegetables (potatoes, carrots, cabbage) into sections appropriate for printing (geometric shapes—hearts, triangles, squares, circles—letters, numbers).
✓ Mix red, blue and yellow poster paint to be very thick, and spread the paint thinly on paper plates for children to use.
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children make vegetable prints (optional).

REVIEW:

✓ **Vegetables and Fruits Chants** (optional).

Procedure

■ Review the Foods Bulletin Board. Ask children which foods they should eat most often (foods from the grains group). Which foods should they eat just a little bit of? (Others.)

- Remind children of all the different fruits Bernie saw in the store. Ask children to name some fruits (apples, pears, bananas, oranges). Ask children to name some vegetables (carrots, broccoli, lettuce, potatoes).

Explain that vegetables and fruits come from plants. Show children the brown bag. As you pull items from the bag, ask children to name each one and decide whether it is a fruit or a vegetable. Sort the vegetables into one pile and the fruits into another.

- Demonstrate how to make a vegetable print. Show children how to carefully dip a vegetable piece in one color of paint and then press it firmly on a sheet of paper. Show them how to wipe the vegetable clean with a tissue before using a different color of paint.

Distribute paper and vegetable shapes for the vegetable prints. Tell children to print their names at the bottom of the paper before they start making their prints.

Center Connection

- Set up a learning center where classroom helpers can help children make vegetable prints.

Evaluation

Assess children's responses during class discussion for their ability to identify fruits and vegetables.

Follow-Up/Extension

Teach children the **Vegetables and Fruits Chants.**

Suggested Resources

Stories

Apple Pie and Onions. J. Caseley. New York: Greenwillow Books.

The Carrot Seed. R. Krauss. New York: Harper and Row.

From Seed to Pear. A Mitgutsch. Minneapolis, MN: Carolrhoda Books.

Growing Vegetable Soup. L. Ehlert. San Diego: Harcourt, Brace, Jovanovich.

No Carrots for Harry! J. Langerman. New York: Parents Magazine Press.

Rabbit Seeds. B. LeTord. New York: Four Winds Press.

Ten Apples up on Top. T. LeSieg. New York: Random House.

This Year's Garden. C. Rylant. Scarsdale, NY: Bradbury Press.

Songs, Poems and Fingerplays

And One and Two. "Raisins and Almonds." Ella Jenkins. New York: Folkways Records and Service.

Circle Around. "Vega Boogie." Tickle Toon Typhoon. Seattle: Tickle Toon Typhoon.

Everything Grows. "Everything Grows." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Vegetables and Fruit." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

One Light, One Sun. "Apples and Bananas." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Sing Your Sillies Out. "The Watermelon Song." Wolf Trap. Vienna, VA: The Wolf Trap Foundation.

Singable Songs (for the Very Young). "Apples and Bananas." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Vegetables and Fruits Chants

Vegetables Chant

Cauliflower,
broccoli,
spinach,
peas.
Pass the vegetables,
if you please.

Fruits Chant

Apple,
banana,
orange,
plum.
Lucky stomach—
Here we come!

LESSON

22

A Healthy Breakfast

Objectives

Children will be able to identify foods from the milk and meat groups.

Children will be able to identify healthy breakfast foods.

Time

One class period.

Overview

Children review the food groups they've learned about and discuss the milk and meat food groups. They then choose foods for a healthy breakfast.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:
✓ Paper plates, one for each child.
✓ Scissors and glue for children.
✓ Magazines with pictures of food.

COPY:
✓ **Children's Nutrition** letter, one for each child.
✓ **My Healthy Eating** worksheet, one for each child.

MAKE:
✓ Healthy Breakfast Plate. See **Healthy Breakfast Plate *Directions***.

PREPARE:
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the Healthy Breakfast project.

Procedure

■ Review the Foods Bulletin Board. Ask children which foods they should eat most often (grains). Which should they eat a lot of? (Fruits and vegetables.) Which foods should they eat just a little bit of? (Others.)

■ Point out the foods in the milk group. Tell children that all these foods are made from milk. Ask children to name some of the foods in the milk group.

- Point out the foods in the meat group. Explain that foods such as beans, nuts and eggs are in the meat group because they help the body grow in the same way that meat does. Ask children to name some foods in the meat group.

- Tell children that we need to eat some foods from the milk group and some foods from the meat group to help our bodies grow and be strong. Explain that we don't need to eat a lot of these foods. Remind children that the foods we need to eat the most of are grains, fruits and vegetables.

- Tell children that eating many different kinds of foods is one of the best ways to help our bodies grow and be strong. Ask children how many different kinds of food they had for breakfast.

Note: Be sensitive to the home situations of your students. Some children may not have breakfast regularly or may have only limited choices. Be careful not to embarrass such children. If many of your students eat breakfast at school, discuss the healthy choices that the school food service offers. You also need to be aware of the cultural/ethnic backgrounds of your students and the effect on food choices.

Show children the **Healthy Breakfast Plate** you prepared. Point out that this breakfast (cereal, milk, fruit juice) includes three different kinds of food. Ask children to name the food group of each of these foods (cereal—grains, milk—milk, fruit juice—fruit). Ask children to suggest some other healthy breakfast foods. Encourage them to think about foods other than traditional breakfast foods as possible choices, for example, pizza, sandwiches with meat or peanut butter.

Optional: Point out that some foods may combine foods from more than one food group. For example: A breakfast burrito (egg and bacon or sausage wrapped in a tortilla) contains food from both the meat group and the grains group. A breakfast muffin sandwich might combine eggs from the meat group, cheese from the milk group and a muffin from the grains group.

- Tell children that now they're going to choose their own healthy breakfast. Distribute magazines, paper plates and glue. Have children look through the magazines for pictures of foods for a healthy breakfast.

Help children cut out the pictures they choose and glue them to the paper plates to make their own healthy breakfasts. Encourage children to choose one food from the grains group, one from the fruit group, one from the milk or the meat group and just a little bit of a food from the others group.

Center Connection

- Set up a learning center where children can work on the healthy breakfast projects with classroom helpers.

Evaluation

Assess children's responses in class discussion for their ability to identify foods in the milk and meat groups.

Assess children's healthy breakfast projects for their ability to identify components of a healthy breakfast.

Home/Family Involvement

Distribute the **Children's Nutrition** letter and the **My Healthy Eating** worksheet. Ask children to take the letter and worksheet home and have family members help them fill in the chart to keep track of the healthy food they eat.

Suggested Resources

Stories

Chicken Soup with Rice. M. Sendak. New York: Harper and Row.

Cloudy with a Chance of Meatballs. J. Barrett. New York: Macmillan.

Green Eggs and Ham. Dr. Seuss. New York: Random House.

A Healthy Body. M. Packard. A Golden Book. New York: Western Publishing.

If You Give a Mouse a Cookie. L. J. Numeroff. New York: Harper and Row.

Pancakes, Pancakes! E. Carle. New York: Scholastic.

Songs, Poems and Fingerplays

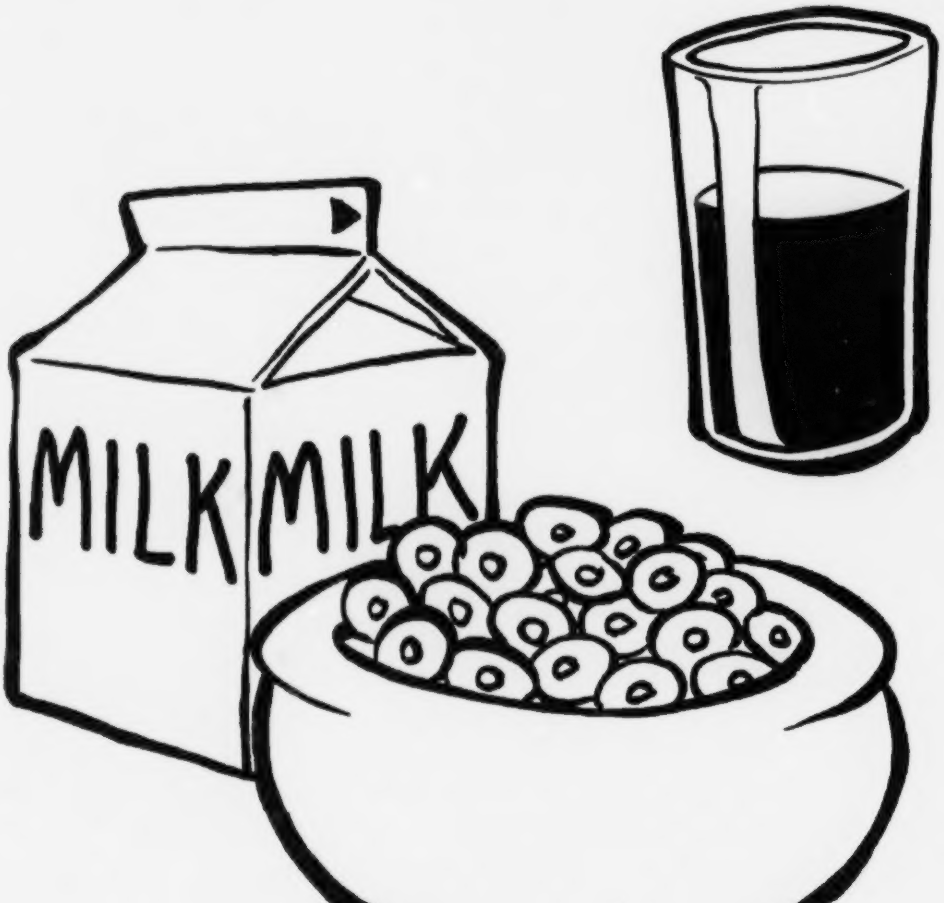
Finger Frolics: Fingerplays for Young Children. "Dairy Products," "Meat, Poultry and Seafood." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

TEACHER

Healthy Breakfast Plate

Directions

Copy and cut out the pictures of a glass of juice and bowl of cereal. Glue them to a paper plate to show children an example of a healthy breakfast. Color the pictures if you wish. *Or* cut pictures from magazines to use.



LETTER

Children's Nutrition

Dear Family:

As part of the *Actions for Health* curriculum, our class has been studying how food helps the body grow and be strong. The lessons stress the importance of eating a variety of foods from the different food groups—grains, fruits, vegetables, meat and milk groups.

Children are learning that each of these groups includes many different foods. The grains group includes grains and cereals (wheat, rice, oats, corn, barley, etc.) and foods made from them. The milk group includes all dairy products (milk, cheese, yogurt). The meat group includes a variety of protein foods (beef, poultry, pork, fish, dried beans, nuts, peanut butter, tofu). The fruits and vegetables groups include fresh, canned and frozen fruits and vegetables and juices.

The Others category includes food that dietitians suggest we should limit in our diets. These foods are high in fat, salt or sugar. Children have been taught that they shouldn't make too many choices from this category.

Your child has a **My Healthy Eating** chart that shows these food groups. Please help your child make a check for each food she or he eats in the appropriate space on the chart after each meal. Learning more about nutrition can help motivate children to eat a wider variety of healthy foods.

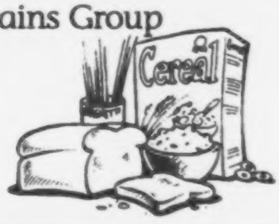
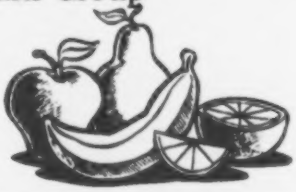
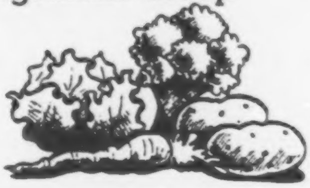
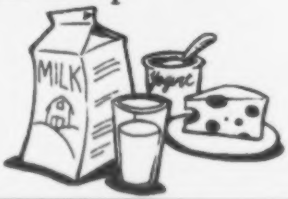
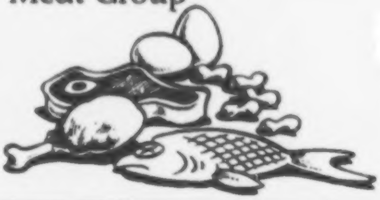
If you have any questions, please call.

Sincerely,

____

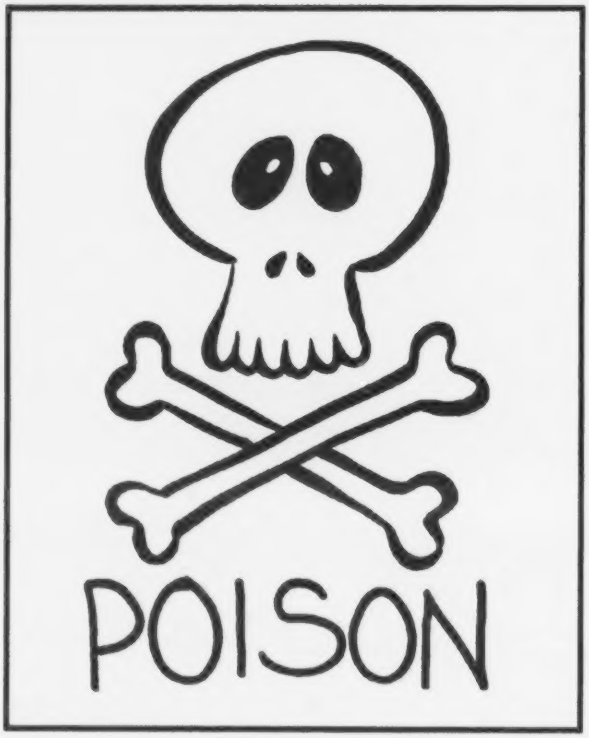
Name ____

My Healthy Eating

Foods	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Grains Group 							
Fruits Group 							
Vegetables Group 							
Milk Group 							
Meat Group 							

UNIT V

Poisons, Medicines and Other Dangerous Substances



LESSON

23 Staying Away from Poison

Objective

Children will be able to identify poisons.

Time

One class period.

Overview

Unit V: Poisons, Medicines and Other Dangerous Substances begins with a lesson on poisons. Children look at a poster of a poison symbol. They discuss some things that are poison. Children learn that poisons can make you very sick. They then color poison stickers to glue to a worksheet to identify poisons and take a sticker home to identify a poison at home.

Note: Some poison control centers use different symbols to mark poisons. You may want to check with your local Poison Control Center to see what symbol they use and if they have any materials to help you present this lesson.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or colored markers) for children.
✓ Glue for children.

COPY:

✓ **Stay Away!** worksheet, one for each child.
✓ **Beware of Poison** letter, one for each child.

MAKE

✓ Poster of **Danger! Stay Away!** teacher page.

PREPARE:

✓ Contact your local Poison Control Center about resources to use with this lesson (optional). Some centers may be able to provide poison stickers for your students' use. You may want to add the number of the local Poison Control Center to the **Beware of Poison** letter.
✓ Color and/or enlarge the **Danger! Stay Away!** poster (optional).
✓ Color and/or enlarge the **These Are Poison** pictures *or* collect empty containers for various cleaners, insect sprays and other poisons to show children (optional). Be sure containers are completely empty,

rinsed and drained and can be put away in a safe place out of the reach of children after the lesson. Choose containers that have a poison symbol on the label.

✓ Copy and cut apart the **Poison Stickers** teacher page to make four stickers for each child.

✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children complete the **Stay Away!** worksheet (optional).

Procedure

■ Show children the **Danger! Stay Away!** poster. Ask children what the skull and crossbones symbol means (poison).

Ask children to name some things that are poison (paint, bug spray, cleaners). Explain that a poison is something that can make you very sick if you eat or drink it. Tell children that people often mark poisons with a special sign to warn others not to drink, eat or play with poison. Emphasize that many things can be poisons if they are used incorrectly.

■ Show children the **These Are Poison** pictures or the empty containers you've collected. Tell children that these things are used for important work (cleaning, protecting us from insects), but they are very bad to eat or drink. Point out the poison symbol on the containers.

■ Distribute the **Stay Away!** worksheet and four **Poison Stickers** to each child, along with art supplies and glue. Show children how to color the sticker and glue it on a picture of a poison.

Discuss the pictures on the worksheet. Tell children to color the stickers and glue a sticker on each picture on the worksheet to show that it's a poison. Tell them to take the fourth sticker home and ask a family member to help them glue it on a poison they find at home.

Center Connection

- Set up a learning center where children can complete the **Stay Away!** worksheet with classroom helpers.

Evaluation

Assess children's work on the **Stay Away!** worksheet for their ability to identify poisons.

Home/Family Involvement

Distribute the **Beware of Poison** letter and tell children to take it home with the poison sticker they colored. Tell them to ask their families to help them identify a poison at home and glue the sticker to it.

Suggested Resources

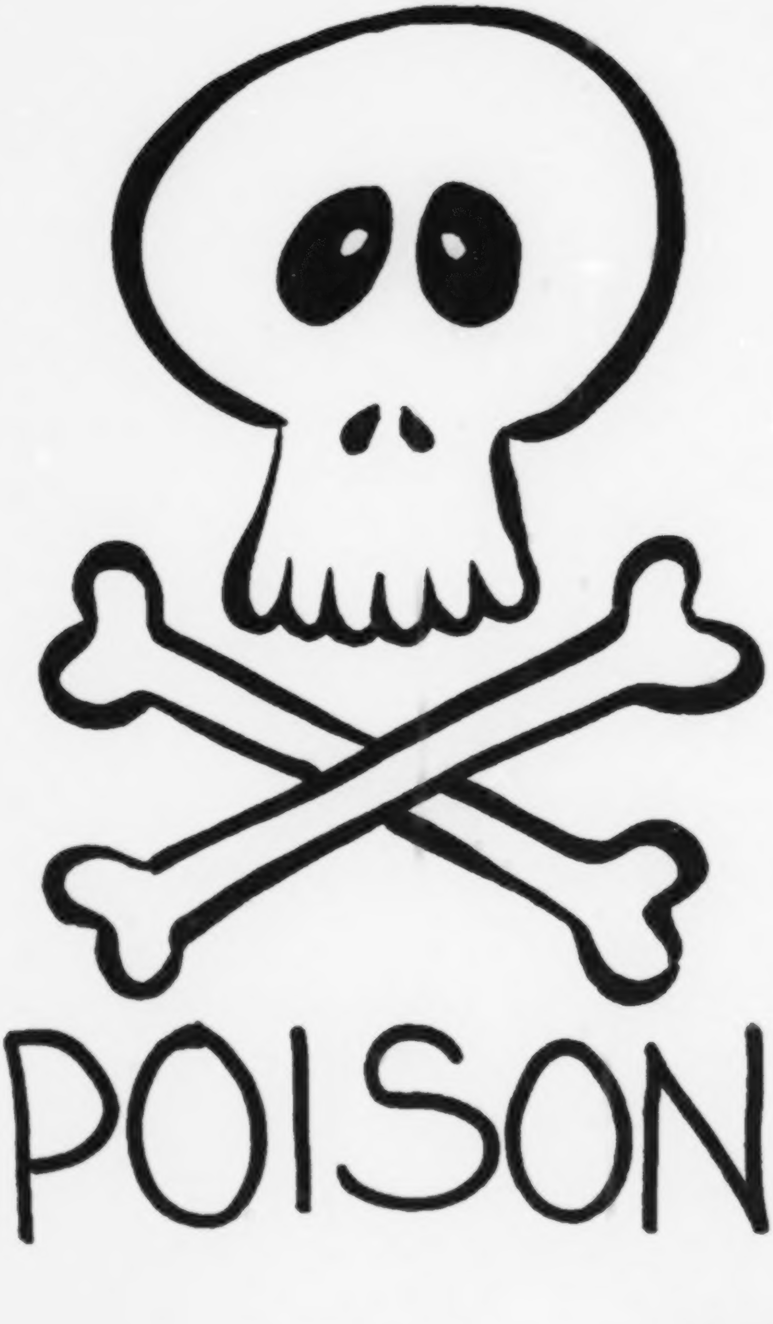
Stories

Blue Bug to the Rescue. V. Poulet. Chicago: Children's Press.

Play It Safe with the Alphabet Pals: Hide and Seek Safety. Chicago: World Book.

TEACHER

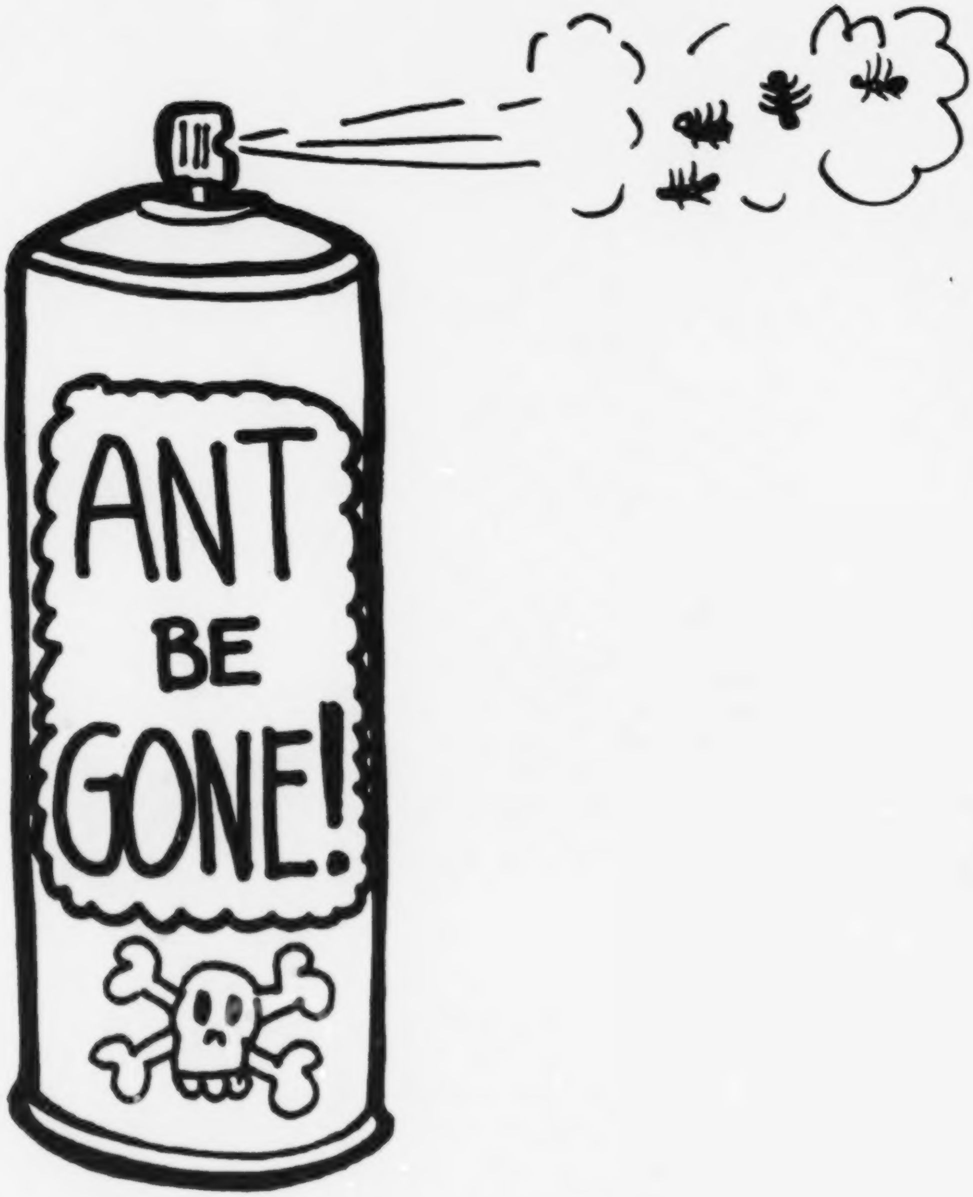
Danger! Stay Away!



TEACHER

These Are Poison

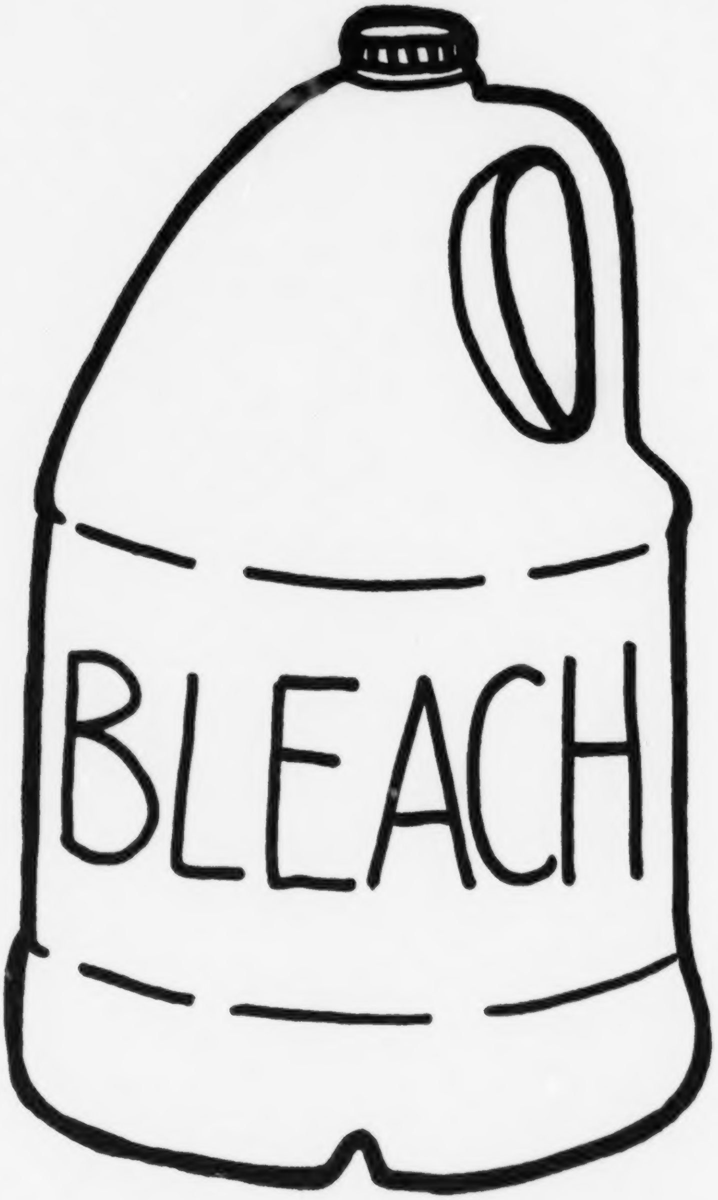
Bug Spray



TEACHER

These Are Poison

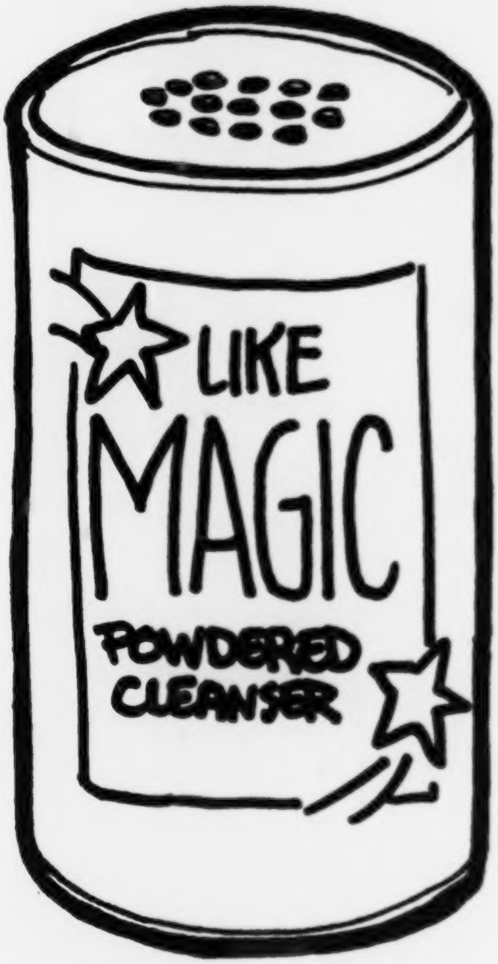
Bleach



TEACHER

These Are Poison

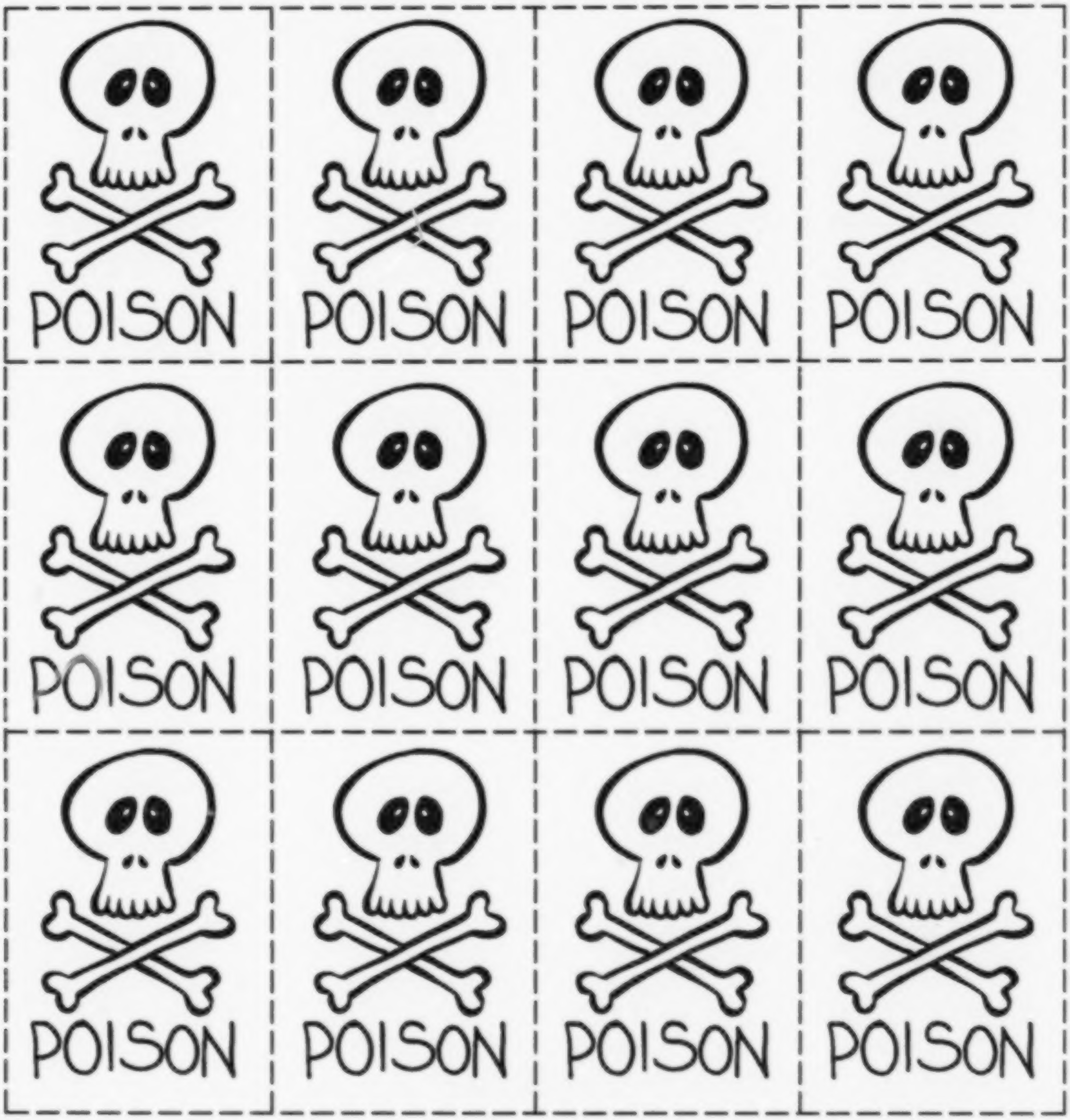
Cleanser



LIKE
MAGIC
POWDERED
CLEANSER

Poison Stickers

Directions: Make enough copies of this page to give each child four stickers. Cut the stickers apart and give four to each child.


POISON
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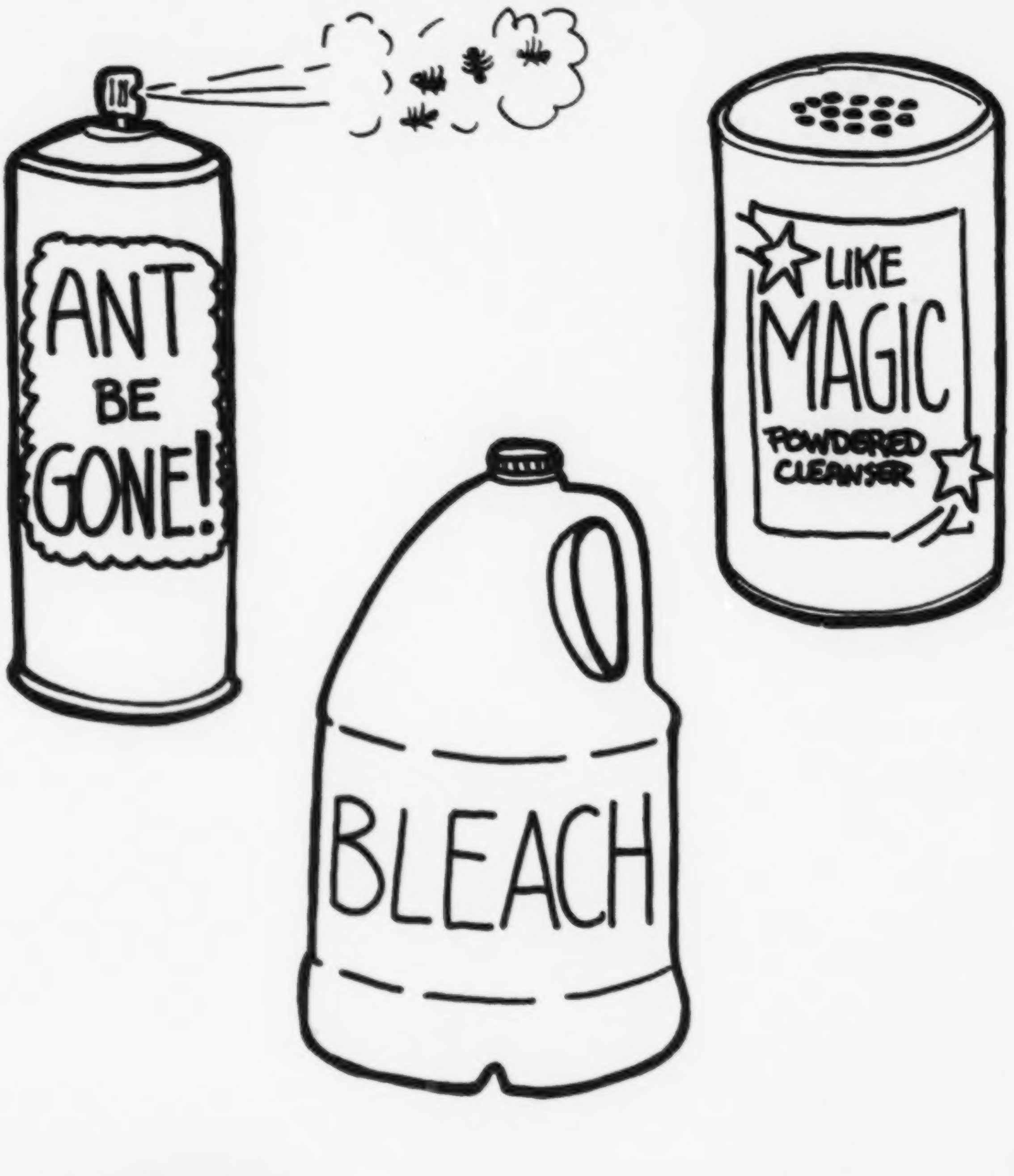
BEST COPY AVAILABLE

Name ______________________________

Stay Away!

Directions: Stay away from poisons! Glue a poison sticker on each poison.


ANT
BE
GONE!
LIKE
MAGIC
POWDERED
CLEANSER
BLEACH

LETTER

Beware of Poison

Dear Family:

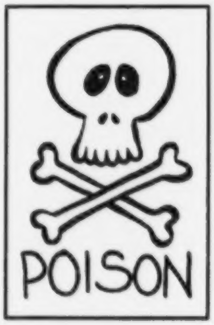
As part of our *Actions for Health* curriculum, children are learning about poisons and medicines. Children have been taught to identify some things that are poisons and to stay away from poison. In the next lesson, they will be taught that they should never take medicine without adult supervision.

The following steps can help you protect your children from accidental poisoning:

- Keep dangerous substances, including cleaners, soaps and medicines, out of the reach of children.
- Keep poisons in the containers they come in.
- Put poison stickers on dangerous substances.
- Use childproof caps on medicine and vitamin bottles.
- Keep emergency numbers, including the Poison Control Center, by the phone.

Your child has a poison sticker that we made in class today. Please help your child identify a poisonous substance and label it with the sticker. If you have any questions, please call.

Sincerely,



LESSON 24

Taking Medicine

Objective

Children will be able to explain when to take medicine.

Time

One class period.

Overview

The lesson begins with a story about taking medicine. Children learn that medicines are drugs that can make you sick if used incorrectly. A demonstration helps children understand that they should never take medicine unless it's given by an adult they trust.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ *The Pink Medicine Lesson,* an *Actions for Health* storybook.
✓ **The Pink Medicine Lesson** poster.
✓ Two plastic bags.

PREPARE:

✓ Post *The Pink Medicine Lesson* poster in the classroom.
✓ Fill one small plastic bag with medicine tablets and another with a candy that is similar in appearance, e.g., children's aspirin and Tic-Tac candy.

Procedure

■ Read children the story of *The Pink Medicine Lesson.* Discuss what happened to Carmen. Tell children that the right medicine, used the right way, can help the body feel better, but medicines can be bad for the body if they are used the wrong way. Explain that medicines can make you very sick if they are not used correctly.

Tell children that medicines are drugs. Explain that a drug is something that changes the way people think, feel or behave. Emphasize that children should only take medicine when it's given to them by an adult they trust.

Tell children that doctors can help by telling you just the right medicine to take when you're sick. Then a nurse or another adult you trust can give you just the right amount of medicine at just the right time to help you feel better.

Explain that if you take the wrong medicine or the wrong amount or take it at the wrong time, you could feel very sick, the way Carmen did. Emphasize that children should never take anyone else's medicine.

■ Tell children that some medicine looks like candy. Show children the plastic bags of candy and medicine. Ask them to guess which is the candy and which is the medicine.

Ask children what they would do if they found these two bags on the playground. Explain that if they ate from the bag of medicine, they could get very sick because it is not medicine given to them by a doctor or an adult they trust. Emphasize that children should never taste something they find, but should tell an adult they trust.

Evaluation

Assess children's responses in class discussion for their ability to identify rules for taking medicine.

Suggested Resources

Stories

I Wish I Was Sick, Too. Aliki. New York: Greenwillow Books.

Morris Has a Cold. B. Wiseman. New York: Dodd, Mead.

Mother, Mother, I Feel Sick. Send for the Doctor Quick, Quick, Quick. R. Charlip and B. Supree. New York: Parents Magazine Press.

My Doctor. H. Rockwell. New York: Macmillan.

No Measles, No Mumps for Me. P. Showers. New York: Harper and Row.

Now One Foot, Now the Other. T. de Paola. New York: G.P. Putnam's Sons.

Songs, Poems and Fingerplays

Finger Frolics: Fingerplays for Young Children. "Stood Up Dangerously." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

When My Shoes Are Loose. "Telephone," "Legs, Slow Down." Billy B. Takoma Park, MD: Do Dreams.

Where the Sidewalk Ends. "Oh, Have You Heard." S. Silverstein. New York: Harper and Row.

LESSON

25

My Healthy Habits

Objective

Children will be able to identify a healthy habit.

Time

One class period.

Overview

Children talk about habits that help keep them strong and healthy. They learn that some habits are not healthy and that habits can be very hard to change. Children then draw and describe one of their healthy habits for a class booklet about healthy habits.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Construction paper, one 8-1/2" x 11" or larger piece for each child.
✓ Art supplies (crayons or colored markers) for children.
✓ Scissors and glue for children.
✓ Magazines for children to cut pictures from (optional).

COPY:

✓ **My Healthy Habit** worksheet, one for each child.

PREPARE:

✓ Make a cover for a class booklet titled "We Are Learning Healthy Habits."
✓ Arrange for classroom helpers (aids, adult volunteers, older students) to help children work on the **My Healthy Habit** pictures (optional).

Procedure

■ Review the definition of a drug (a substance that changes the way people think, feel or behave). Remind children that medicines are drugs given by a doctor or a trusted adult. Tell children that drugs other than medicines are not healthy for the body.

■ Tell children that today they are going to learn about habits. Ask children if they know what a habit is. Explain that a habit is something we do so often that we learn to do it almost without thinking. Tell children that habits can be very hard to change.

Ask children to name some of the things they've learned to do that help them stay strong and healthy. Possible responses include:

- brushing teeth
- washing hands
- wearing sunscreen
- saying please and thank you
- eating healthy food
- being careful getting to and from school
- staying away from guns and other dangerous objects
- following home and school rules
- asking adults for help
- talking about feelings

Ask children if they do any of these things so often that they are now habits. Explain that these are healthy habits, habits we want to keep.

■ Tell children that some people have habits that are not so healthy. These habits can be very hard to change. Tell children that smoking tobacco is one example of an unhealthy habit.

Tell children that drinking too much alcohol or using too many or the wrong kind of drugs are other unhealthy habits. Explain that these habits can also be very hard to change. Emphasize that tobacco, alcohol and other drugs are not healthy for growing children. Remind children that they need to eat and drink food that helps their bodies grow and be strong.

Note: In this discussion, you need to be sensitive to your students' situations. Many children will have family members who use tobacco or alcohol. Emphasize that such habits are hard to change and that tobacco, alcohol or other drugs are very unhealthy for growing children.

■ Distribute the **My Healthy Habit** worksheet. Tell children the words on the worksheet, "My Healthy Habit," are the title for a picture they are going to make.

Distribute construction paper, art supplies, scissors and glue. Tell children to color and cut out the title and the pictures on the worksheet and glue them to the construction paper. Then tell children to draw a picture of one of their healthy habits on the paper. While children are drawing, have them dictate a sentence about the drawing, and write each child's sentence on the picture. *Or* distribute magazines and have children cut pictures of healthy habits out of the magazines to glue to the paper.

Collect the pictures and put them into a class booklet titled "We Are Learning Healthy Habits." Tell children everyone can read the booklet about how they keep themselves strong and healthy.

Center Connection

■ Set up a learning center where children can complete their **My Healthy Habit** pictures with classroom helpers.

Evaluation

Assess children's work on the **My Healthy Habit** pictures for their ability to identify a healthy habit.

Follow-Up/Extension

Prepare a chart with a smiling face for healthy habits and an unhappy face for unhealthy habits. Collect pictures depicting healthy and unhealthy habits. Have children place the pictures in the correct column of the chart.

Suggested Resources

Stories

A Bargain for Frances. R. Hoban. New York: Harper and Row.

The 500 Hats of Bartholomew Cubbins. Dr. Seuss. New York: Scholastic.

Gilberto and the Wind. M. H. Ets. New York: Viking.

Happy, Healthy Pooh Book. Disney. New York: Golden Books.

It's Too Noisy. J. Cole. New York: Thomas Y. Crowell.

Music, Music for Everyone. V. B. Williams. New York: Mubberry Books.

My House Is Different. K. DiGiovanni. Center City, MN: Hazelden.

The Snowy Day. E. Keats. New York: Viking.

Too Much Noise. A. McGovern. Boston: Houghton Mifflin.

Umbrella. T. Yashima. New York: Puffin Books.

The Very Hungry Caterpillar. E. Carle. New York: Philomel Books.

Songs, Poems and Fingerplays

Circle Around. "Muscle Music," "Tree Dancin'," "Vega Boogie." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

Everything Grows. "Just Like the Sun," "Mary Wore Her Red Dress." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Free to Be...a Family. "Jimmy Says," "Turn the Tide," "Yourself Belongs to You." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

Peace Is the World Smiling. "If I Had a Hammer," "Whale Gulch Rap." Various artists. Redway, CA: Music for Little People.

Sing Your Sillies Out "Sing Your Sillies Out." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

Singable Songs (for the Very Young). "Robin in the Rain." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

When My Shoes Are Loose. "When My Shoes Are Loose." Billy B. Takoma Park, MD: Do Dreams.

Where the Sidewalk Ends. "Dancing Pants," "Hug O'War," "Jimmy Jet and His TV Set," "Lazy Jane," "Rain," "Snowman." S. Silverstein. New York: Harper and Row.

Others

No Smoke Near Me! An Activity Poster. Santa Cruz, CA: ETR Associates. This poster empowers young children to stay away from tobacco smoke.

Tobacco Talk: Educating Young Children About Tobacco. C. D'Onofrio. Santa Cruz, CA: ETR Associates. This helpful handbook offers parents and educators accurate, age-appropriate ways to explain complex tobacco issues.

You and Me Tobacco Free: Children's Activities in Tobacco Awareness. J. K. Scheer. Santa Cruz, CA: ETR Associates. Lively activities teach children to stay healthy and tobacco free.

Name ____________

My Healthy Habit

LESSON

26

Making Healthy Decisions

Objective

Children will be able to identify healthy decisions.

Time

One class session.

Overview

The lesson begins with a discussion of healthy choices and decisions. Children then roleplay some situations in which they have choices and identify healthy decisions.

Integration

Language arts, social studies.

Teacher Materials and Preparation

REVIEW:
✓ **Making Healthy Decisions Roleplays.**

Procedure

■ Remind children of the healthy habits they discussed in Lesson 25. Explain to children that they can choose healthy habits. Tell children, "I have choices, and I can make healthy decisions. And you have choices, you can make healthy decisions." Add that everyone has choices and can make decisions.

Ask children for some examples of healthy decisions they make. Explain that their healthy habits are the results of decisions they make. For example, when they decide to wash their hands, they are making a healthy decision.

■ Tell children that now they are going to practice making some other healthy decisions. Give different groups of children different situations from the **Making Healthy Decisions Roleplays.** Ask them to act out the situations for the class.

After each roleplay, discuss the choices and decisions of the characters. Guide children to make healthy decisions in the roleplay situations.

Evaluation

Evaluate children's responses during the roleplays and class discussion to assess their ability to identify healthy decisions.

Making Healthy Decisions Roleplays

Directions: Choose different groups of children to perform the following roleplays. Lead each group through one of the situations. Then use the questions to lead a class discussion of each roleplay.

Pedro and the Pill

Pedro is playing with a ball outside his home. Three big kids come over and offer him a little pink pill.

What are Pedro's choices?
What should he decide to do?

Baby Brother

Janice and Jessie are playing with Jessie's baby brother, Larry. Larry crawls into the bathroom. He gets a can of cleaning powder from under the sink. There is a poison sign on the can.

What are Janice and Jessie's choices?
What should they decide to do?

A Bowl of Cereal

Norma gets up early one morning after her parents have had a party. She pours herself a bowl of cereal, but she can't find any milk for her cereal. She sees an open bottle of beer on the counter with some beer still in it. She wonders if she should pour beer on her cereal.

What are Norma's choices?
What should Norma decide to do?

UNIT VI

My Family

LESSON 27

A Family Is...

Objective

Children will be able to describe a family.

Time

Two class periods.

Overview

This first lesson of **Unit VI: My Family** begins with a story about some different families. Children discuss what a family is and brainstorm a list of ways that families are the same. They also discuss an activity poster about babies. Children then make cards for their families.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ *Baby Makes Four,* an *Actions for Health* storybook.
✓ **Baby Makes Four** poster.
✓ *Beginning with Babies! An Activity Poster,* one for each child.
✓ Art supplies (crayons or markers) for children.
✓ Scissors and glue for children.

COPY:

✓ **Family Poem,** enough copies for each child to have one.
✓ **Family Love** letter, one for each child.

MAKE:

✓ A **Family Greeting Card** for each child. See **Family Greeting Card** ***Directions***.

PREPARE:

✓ Post the **Baby Makes Four** poster in the classroom.
✓ Arrange for classroom helpers to help children complete the chart in the *Beginning with Babies* activity poster and the **Family Greeting Card** (optional).

REVIEW:

✓ **L-O-V-E Spells Love** song to teach to children.

Procedure

■ Read children the *Baby Makes Four* story. Talk about the different families Bernie visited. Explain that a family is a group of people who love and care about each other.

Tell children that different families have different members. Discuss some of the family members in the families Bernie visited. Point out that we don't always live with all our family members. Some children live with one parent, some with two. Some children don't live with their parents; they live with other people who care for them.

Point out that even though the families Bernie visited were very different in some ways, they were alike in other ways. Explain that all families are alike in some ways. Discuss ways families and people are alike, such as the following:

- We laugh when we're happy and cry when we're sad.
- We have families.
- The people in families help take care of each other.
- We all live on the earth.

■ Tell children that one thing many families do is take care of babies. Ask if any children have babies in their families. Remind children that once they were all babies, because all people were once babies.

Distribute the *Beginning with Babies!* activity poster and read it to children. Talk about the things babies need. Tell children to take the poster home and ask a family member to help them fill in the chart about babies. *Or* let children complete the chart in class with the help of you and classroom helpers.

■ Teach children to sing **L-O-V-E Spells Love**.

- Tell children that today they will make greeting cards to tell their families they love them. Distribute the **Family Greeting Cards** you've prepared. Show children how to cut out the card and heart and glue the heart on the card.

  Distribute art supplies, scissors and glue. Tell children they can decorate the card and heart.

- Distribute the **Family Poem**. Show children how to glue the poem inside the **Family Greeting Card**. Tell children to sign their name on the poem.

Center Connection

- Set up a learning center where children can complete the chart on the *Beginning with Babies!* activity poster with classroom helpers.

- Set up a learning center where children can complete the **Family Greeting Card** with classroom helpers.

Evaluation

Evaluate children's responses during class discussion for their ability to describe families.

Home/Family Involvement

Distribute the **Family Love** letter and have children take it home with the **Family Greeting Card** and the *Beginning with Babies!* activity poster.

Suggested Resources

Stories

Abby. J. Caines. New York: Harper and Row.

Abuela. A. Dorros. New York: Dutton.

All Alone with Daddy: A Young Girl Plays the Role of Mother. J. Fassler. New York: Behavioral Publications.

All Kinds of Families. N. Simon. Niles, IL: Albert Whitman.

Amazing Grace. M. Hoffman. New York: Dial Books for Young Readers.

Are You My Mother? P. D. Eastman. New York: Random House.

At the Crossroads. R. Isadora. New York: Scholastic.

A Baby Sister for Frances. R. Hoban. New York: Harper and Row.

Big Boy, Little Boy. B. J. Stanovich. New York: Lothrop, Lee and Shepard Books.

Big Sister, Little Sister. C. Zolotow. New York: Harper and Row.

Black Is Brown Is Tan. A. Adoff. New York: Harper and Row.

A Chair for My Mother. V. B. Williams. New York: Greenwillow Books.

Coco Can't Wait! T. Gomi. New York: Puffin Books.

Come to the Meadow. A. G. Hines. New York: Clarion Books.

Everett Anderson's Friend. L. Clifton. New York: Henry Holt.

A Father Like That. C. Zolotow. New York: Harper and Row.

Five Minutes Peace. J. Murphy. New York: G. P. Putnam's Sons.

Good As New. B. Douglass. New York: Lothrop, Lee and Shepard Books.

Grandpa. B. Borack. New York: Harper and Row.

Happy Birthday, Sam. P. Hutchins. New York: Greenwillow Books.

I Dance in My Red Pajamas. E. T. Hurd. New York: Harper and Row.

If I Could Be My Grandmother. S. Kroll. New York: Pantheon Books.

Is That Your Sister? S. and C. Bunin. New York: Pantheon Books.

Joshua's Day. S. Surowiecki. Carrboro, NC: Lollipop Power.

Just Grandpa and Me. M. Mayer. New York: A Golden Book.

Just Us Women. J. Caines. New York: Harper and Row.

Kevin's Grandma. B. Williams. New York: Dutton.

Laura Charlotte. K. O. Galbraith. New York: Philomel Books.

Lots of Mommies. J. Severance. Carrboro, NC: Lollipop Power.

Love You Forever. R. Munsch. Willowdale, Ontario, Canada: Firefly Books.

Make Way for Ducklings. R. McClosky. New York: Puffin Books.

Martin's Father. M. Eichler. Carlboro, NC: Lollipop Power.

Me Too! M. Mayer. New York: A Golden Book.

Mom and Dad Don't Live Together Anymore. K. Stinson. Scarborough, Ontario, Canada: Firefly Books.

Mom Is Single. L. Paris. Chicago: Children's Press.

More, More, More Said the Baby. V. B. Williams. New York: Greenwillow Books.

My Dad Takes Care of Me. P. Quilan. Toronto: Annick Press.

My Mom Travels a Lot. C. F. Bauer. New York: Penguin.

My Mother and I Are Growing Strong. I. Maury. Berkeley, CA: New Seeds Press.

Nadia the Willful. S. Alexander. New York: Scholastic.

Now One Foot, Now the Other. T. dePaola. New York: G. P. Putnam's Sons.

On Mother's Lap. A. H. Scott. New York: McGraw-Hill.

Peter's Chair. E. Keats. New York: Harper and Row.

The Seven Chinese Brothers. M. Mahy. New York: Scholastic.

She's Not My Real Mother. J. Vigna. Niles, IL: Albert Whitman.

Stephanie and the Coyote. J. L. Crowder and F. Hill. Bernalillo, NM: Upper Strata.

Sunshine. J. Ormerod. New York: William Morrow.

Ten, Nine, Eight. M. Bang. New York: Greenwillow.

That New Baby. S. Stein. New York: Walker.

Through Moon and Stars and Night Skies. A. Turner. New York: Scholastic.

Titch. P. Hutchins. New York: Macmillan.

We Are All Alike...We Are All Different. Cheltenham Elementary School Kindergartners. New York: Scholastic.

When I Go Visiting. A. and H. Rockwell. New York: Macmillan.

Where Is Daddy? The Story of Divorce. B. Goff. Boston: Beacon Press.

Whose Mouse Are You? R. Kraus. New York: Macmillan.

Your Family, My Family. J. Drescher. New York: Walker.

Songs, Poems and Fingerplays

Baby Beluga. "All I Really Need," "Over in the Meadow." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Everything Grows. "Everything Grows." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "How Many...." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Free to Be...a Family. "Free to Be...a Family," "Friendly Neighborhood," "Some Things Don't Make Any Sense At All." Marlo Thomas and Friends. New York: Bantam Books.

Free to Be...a Family. "And Superboy Makes Three," "Another Cinderella," "Boy Meets Girl...Again," "The Day Dad Made Toast," "Free to Be...a Family," "Friendly Neighborhood," "Something for Everyone," "Some Things Don't Make Any Sense at All." Marlo Thomas and Friends. Hollywood, CA: A & M Records.

Hug the Earth. "The Family Song." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

One Light, One Sun. "Down on Grandpa's Farm." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Peace Is the World Smiling. "Make Peace." Various artists. Redway, CA: Music for Little People.

Sing Your Sillies Out. "Daddy's Taking Us to the Zoo." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

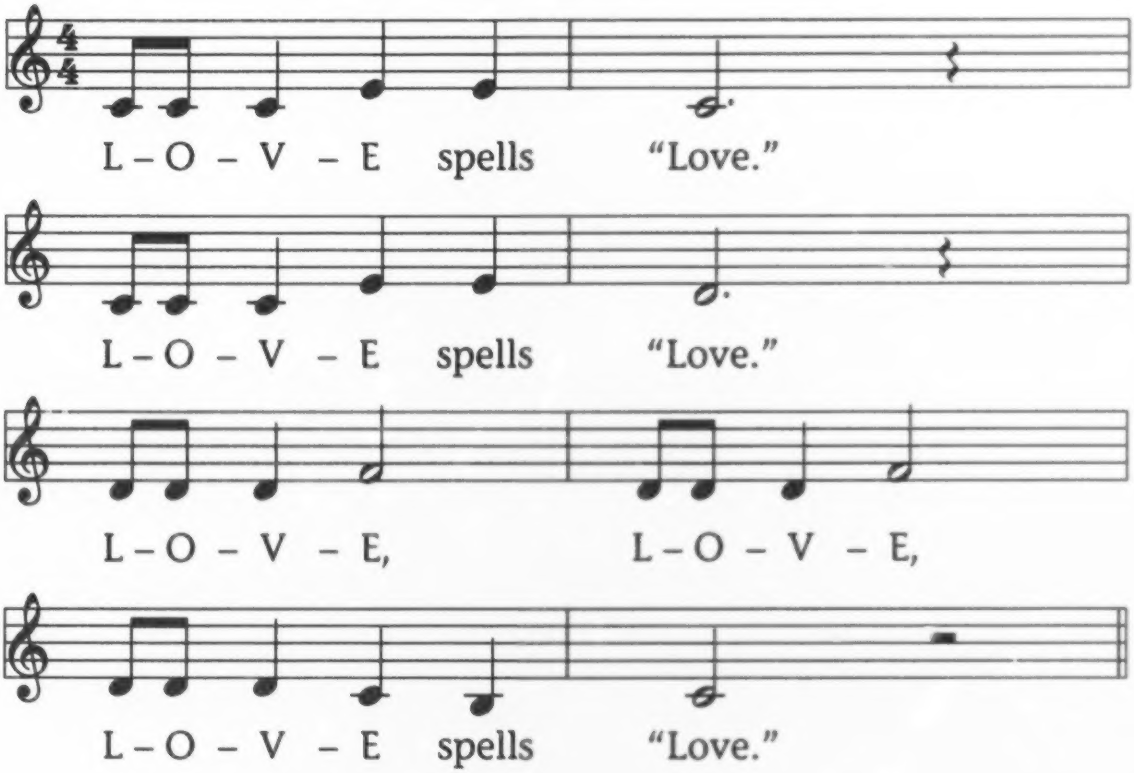
Where the Sidewalk Ends. "For Sale," "Helping," "Two Boxes," "Upstairs." S. Silverstein. New York: Harper and Row.

Others

We Are a Family: Children's Activities in Family Living. A. C. Matiella. Santa Cruz, CA: ETR Associates. Engaging activities help children develop a basic understanding of the family and its purpose.

TEACHER

L-O-V-E Spells Love


L – O – V – E spells "Love."
L – O – V – E spells "Love."
L – O – V – E, L – O – V – E,
L – O – V – E spells "Love."

"L-O-V-E Spells Love" from *Music Is Magic for Your Child and You!* Words and music by Nellie Edge.
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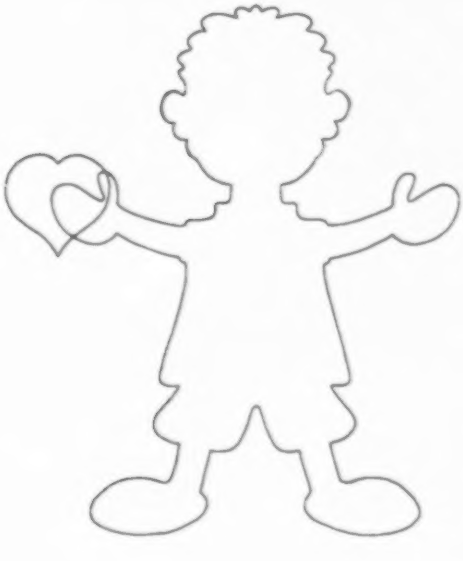
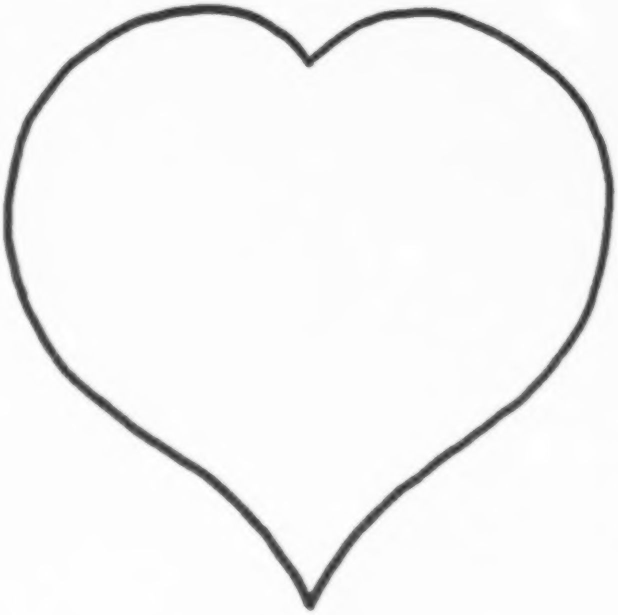
TEACHER

Family Greeting Card

Directions

Enlarge the pattern of the child to fit on a piece of 12" by 18" construction paper. For each child in your class, fold a piece of 12" by 18" construction paper in half and trace the pattern of the child on it. Trace the pattern of the heart on red construction paper. Make one heart pattern for each child.

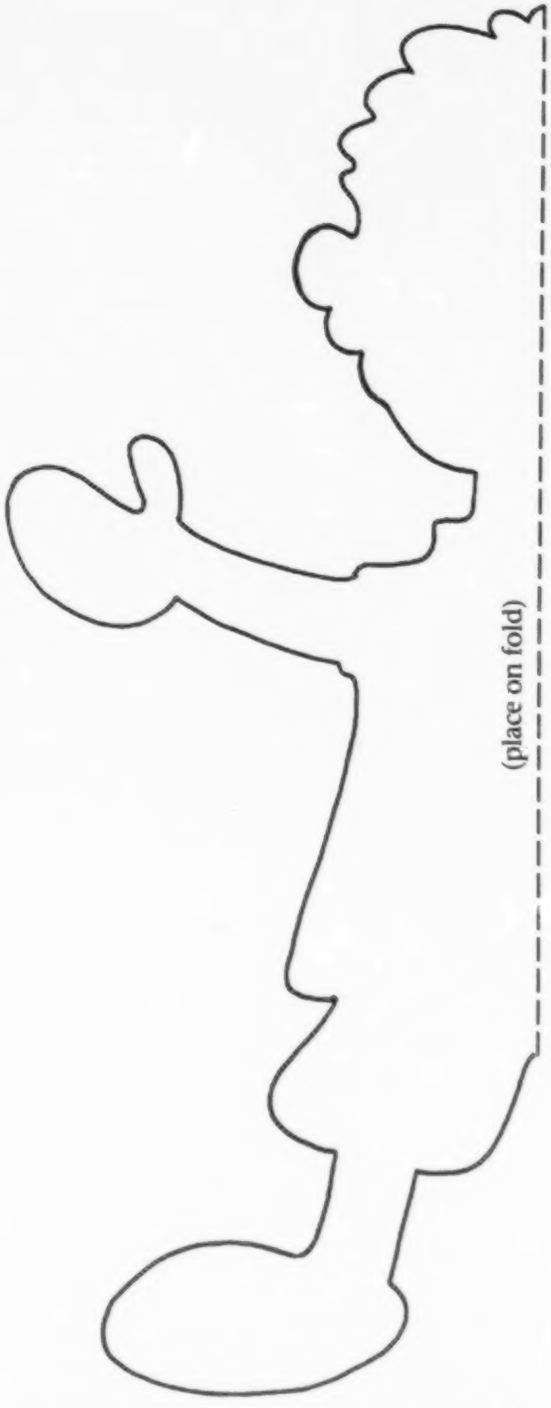




Heart Pattern

TEACHER

Family Greeting Card Pattern


(place on fold)

TEACHER

Family Poem

Directions: Copy this page and cut apart the poems. Make enough copies for each child to have one to glue inside the **Family Greeting Card**.

Rose are red.
Violets are blue.
You are my family,
and I love you.

Rose are red.
Violets are blue.
You are my family,
and I love you.

Rose are red.
Violets are blue.
You are my family,
and I love you.

Rose are red.
Violets are blue.
You are my family,
and I love you.

LETTER

Family Love

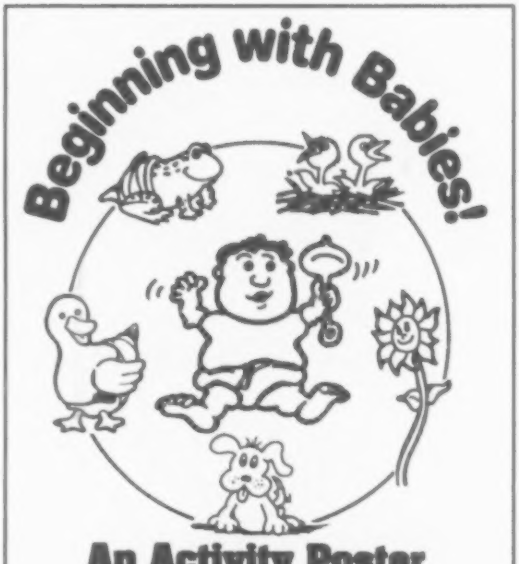
Dear Family:

As part of the *Actions for Health* curriculum, children are learning about families. Children are learning that there are many different kinds of families but all families love and care about each other.

One of the important things families do is take care of babies. Your child has an activity poster about babies, which we discussed in class today. Your child also has a special card for you. We hope you enjoy the poster and the card. Please call if you have any questions.

Sincerely,

____



LESSON

28

Family Customs

Objective

Children will be able to describe family customs.

Time

One to three class periods.

Overview

This lesson begins with another reading of the story from Lesson 27. Children then discuss family customs and draw pictures for a class booklet about family customs.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ *Baby Makes Four,* an *Actions for Health* storybook, from Lesson 27.
✓ Construction paper, one 8-1/2" x 11" or larger piece for each child.
✓ Art supplies (crayons or markers) for children.
✓ Scissors and glue for children.
✓ Magazines for children to cut pictures from (optional).

COPY:

✓ **My Family Custom** worksheet, one for each child.

PREPARE:

✓ Make a cover for a class booklet titled "Our Family Customs."
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children work on the **My Family Custom** pictures (optional).

Procedure

■ Read the *Baby Makes Four* story to children again. Remind children that families are the same in some ways and different in other ways. Tell children that the different families in the story had different customs. Explain that a custom is a way of doing things that we do often.

Show children the picture from the storybook of Ramon's family eating lunch together. Tell children that eating lunch together is a custom for Ramon's family.

Point out how boring it would be if we all wore the same clothes or we had all the same toys. Tell children that our world is more interesting because we have different ways of doing things. We can learn from each other.

■ Discuss with children some of their family customs. Customs may include:

- eating meals together
- celebrating special days (birthdays, holidays)
- family trips
- weekend activities

Note: In this discussion, you will need to be sensitive to the ethnic and cultural backgrounds of your students. Some families do not celebrate birthdays or other holidays.

■ Tell children that they are going to make a class booklet about the different things their families do. Distribute the **My Family Custom** worksheet. Tell children the words on the worksheet, "My Family Custom," are the title for a picture they are going to make.

Distribute construction paper, art supplies, scissors and glue. Tell children to color and cut out the title and the pictures on the worksheet and glue them to the paper. Then tell children to draw a picture of something their family does together—a family custom. *Or* distribute magazines and have children cut out pictures to illustrate a family custom and glue them to the paper.

Optional: Encourage children to describe their pictures by dictating to you or classroom helpers or using their own invented spelling.

When children have finished their pictures, gather the pages together to make the class booklet "Our Family Customs." Encourage children to look at the booklet to enjoy the variety of family customs represented.

Center Connection

■ Set up a learning center where children can work on the **My Family Custom** pictures with classroom helpers.

Evaluation

Assess children's work on the **My Family Custom** pictures for their ability to describe family customs.

Follow-Up/Extension

Invite representatives from a variety of ethic and cultural backgrounds to visit class to talk about their special customs.

Suggested Resources

Stories

Daddy Is a Monster...Sometimes. J. Steptoe. New York: J. B. Lippencott.

Daddy Makes the Best Spaghetti. A. G. Hines. New York: Clarion Books.

Foo. R. Thompson. Toronto: Annick Press.

Friday Night Is Papa Night. R. A. Sonneborn. New York: Puffin Books.

Horace. H. Kelly. New York: Scholastic.

Jamaica Tag-Along. J. Havill. Boston: Houghton Mifflin.

On the Day You Were Born. D. Frasier. New York: Harcourt Brace Jovanovich.

The Quilt Story. T. Johnston. New York: G. P. Putnam's Sons.

Start with a Dot. C. Roberts. New York: Franklin Watts.

Stevie. J. Steptoe. New York: Harper and Row.

This Quiet Lady. C. Zolotow and A. Lobel. New York: Greenwillow Books.

Name ____________

My Family Custom

LESSON

29

I Help My Family

Objective

Children will be able to describe family responsibilities.

Time

One class period.

Overview

To begin the lesson, children hear and discuss a story or other creative piece about family responsibilities. After the concept of responsibility is defined, children perform pantomimes about family jobs. They then complete pages for a class booklet about family jobs.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Construction paper, one 8-1/2" x 11" or larger piece for each child.
✓ Art supplies (crayons or markers) for children.
✓ Scissors and glue for children.
✓ Magazines for children to cut pictures from (optional).

COPY:

✓ **How I Help My Family** worksheet, one for each child.
✓ **Family Responsibilities** letter, one for each child.
✓ **My Family Job Chart**, one for each child.

PREPARE:

✓ Choose a story, song, poem or fingerplay about family responsibilities to share with children. See Suggested Resources.
✓ Make a cover for a class booklet titled "Family Jobs."
✓ Arrange for classroom helpers (aides, adult volunteers, older students) to help children work on the **How I Help My Family** pictures (optional).

REVIEW:

✓ **Do the Job** song, to teach children.

Procedure

■ Share a story, song, poem or fingerplay about family responsibilities with children. Tell children that a responsibility is a job we have to do. A family responsibility is a job we do that helps take care of the family.

Ask children what their family jobs are. Possible jobs include setting the table, caring for a pet, putting away toys.

■ Teach children the **Do the Job** song.

■ Tell children that you are going to act out, or pantomime, doing a family job. Then children can guess which job you acted out. Pantomime dressing yourself and let children guess what you're doing.

Ask for a volunteer to leave the room while the class prepares to act out another family job. Have the class choose a family job such as the following:

- picking up toys
- setting the table
- feeding pets
- making the bed

Let the whole class act out the job or choose groups of students to act out different jobs. Have the volunteer return to the class and try to guess which family jobs are pantomimed.

■ Distribute the **How I Help My Family** worksheet. Tell children the words on the worksheet, "How I Help My Family," are the title for a picture they are going to make.

Distribute construction paper, art supplies, scissors and glue. Tell children to color and cut out the title and the pictures on the worksheet and glue them to the paper. Then tell children to draw a picture on the worksheet of a family job they do. *Or* distribute magazines and have children cut out pictures to illustrate family jobs and glue them to the paper.

Optional: Encourage children to describe their pictures by dictating to you or classroom helpers or using their own invented spelling.

Tell children the worksheets will go into a class booklet called "Family Jobs." Show children the cover you made for the booklet.

Center Connection

- Set up a learning center where children can work on the **How I Help My Family** pictures with classroom helpers.

Evaluation

Assess children's work on the **How I Help My Family** pictures for their ability to describe family jobs.

Home/Family Involvement

Distribute the **Family Responsibilities** letter and the **My Family Job Chart**. Tell children to take the letter and chart home. Tell them to use the chart for a week to keep track of how well they do their family jobs.

Emphasize that they should talk to their families about their family jobs. Then children should do the job without being reminded. Tell children that each time they do their job without a reminder, they can make a mark on the chart.

Suggested Resources

Stories

Clifford's Good Deeds. N. Bridwell. New York: Four Winds Press.

Do You Know What I'll Do? C. Zolotow. New York: Harper and Row.

Howie Helps Himself. J. Fassler. Niles, IL: Albert Whitman.

Hurry Up, Jessie. H. Ziefert. New York: Random House.

The Little Red Hen. P. Galdone. Boston: Houghton Mifflin.

May I Visit? C. Zolotow. New York: Harper and Row.

Messy Bessey's Closet. P. C. McKissack. Chicago: Children's Press.

Mr. Grumpy's Motor Car. J. Burningham. New York: Penguin.

Tight Times. B. S. Hazen. New York: Viking Press.

Songs, Poems and Fingerplays

All Day Long Songs. "Mumble Grumble." M. O'Leary. Delaware Water Gap, PA: Shawnee Press.

Everything Grows. "Bathtime." Raffi. Willowdale, Ontario, Canada: Troubadour Records.

Finger Frolics: Fingerplays for Young Children. "Getting Dressed," "Hammer, Hammer, Hammer," "Helping Dad," "Polishing My Shoes." L. Cromwell and D. Hibner, eds. Mt. Rainier, MD: Gryphon House.

Hug the Earth. "Garbage Blues." Tickle Toon Typhoon. Seattle, WA: Tickle Toon Typhoon.

Sing Your Sillies Out. "I Had a Rooster," "Pig in a Pen." Wolf Trap. Vienna, VA: Wolf Trap Foundation.

When My Shoes Are Loose. "Pick It Up." Billy B. Takoma Park, MD: Do Dreams.

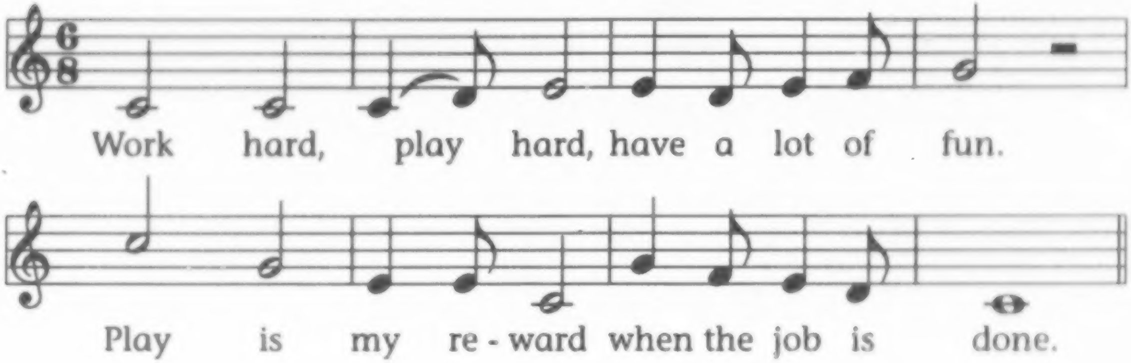
Others

Families Are Special! An Activity Poster. Santa Cruz, CA: ETR Associates. This hands-on poster describes family members' special roles and responsibilities.

TEACHER

Do the Job

(Sung to the tune of "Row, Row, Row Your Boat.")


Work hard, play hard, have a lot of fun.
Play is my re - ward when the job is done.

Name ____________________

How I Help My Family

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LETTER

Family Responsibilities

Dear Family:

As part of the kindergarten health lessons, children are learning about family responsibilities or jobs. Many family counselors suggest that families have a job list and that every family member have a responsibility. Jobs can be rotated every month. Family fun can be planned as a reward for the completed work.

Your child has a **My Family Job Chart** to share with you. Please help your child choose a family job to be responsible for for a one-week period. You can choose a job that's listed on the chart or write a different job in the blank box. Then help your child put a check mark on the chart each day he or she does the job without a reminder.

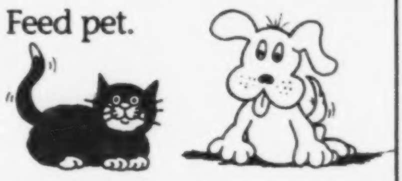
Such activities encourage children to develop a greater sense of responsibility. They also contribute to children's self-esteem.

Sincerely,

____

Name ____

My Family Job Chart

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Be kind. GOOD MORNING!							
Pick up toys.							
Dress myself.							
Feed pet. 							
Get along.							

SPECIAL EVENT

SPECIAL EVENT

The Healthy Children Revue

The special event for this level is a play, The Healthy Children Revue, that highlights the year's health curriculum. The play can be performed simply as a classroom activity, with children sitting in a circle and raising their hands to take part, but it should be performed for an audience.

The play can also be performed on stage, with props, music and assigned parts. The performance can be as elaborate or as simple as your time and resources allow.

You have many options in planning the event. The script highlights many of the important health lessons children have learned, but feel free to adapt it to highlight the activities that were most meaningful for your class.

Invitations

Be sure to allow adequate time to send invitations. See **The Healthy Children Revue Invitation *Sample*.** All children should have a family member or friend at the performance. If no one from a child's immediate family can attend, encourage the child to invite another relative or an older friend from school.

The audience could include family members, community members and school staff, as well as other students. Be sure to invite the school principal, any school or community resource people who have contributed to the health lessons and any classroom helpers.

Invite local media to cover the event. Emphasize that it's part of a comprehensive school health curriculum.

Preparation

Allow time for children to prepare their performance. Read through the script and decide which pieces you want to use in the play and review them with children. We suggest the following:

- **Sharing Feelings** song, from Lesson 9
- **Stoplight Poem,** from Lesson 1
- **This Is the Way We Wash Our Hands** song, from Lesson 11
- **Happy Tooth Rules,** from Lesson 13
- **No Sunburn Poem,** from Lesson 12
- **L-O-V-E Spells Love** song, from Lesson 27

You may also want to choose a song, poem or fingerplay about feelings for children to perform (see Suggested Resources for Lesson 9) and another piece about healthy foods for children to perform (see Suggested Resources for Lessons 19 through 22). Collect any props you want to use, such as a play telephone.

Display class booklets and other student work at the performance. At the conclusion of the play, offer healthy refreshments.

The Healthy Children Revue Script

Teacher (with children echoing): Mom, Dad, families and friends.
We don't feel sick.
We don't need the doctor quick, quick, quick.
Let us show you how we've learned to stay
strong and healthy every day!

Teacher: Our differences help make us strong and special. The world would be boring if we all looked the same and liked the same things.

Call on three children to name different things they like to do, such as jump rope, sing, read.

Teacher (with children echoing): We take care of others' feelings and show respect by using good manners.

Call on two children to act out greeting each other politely, saying "Hello" or "Good morning."

Call on two children to act out using good manners at the table, saying, for example, "Please pass the beans," " Would you like some salad?" or "May I be excused?"

Call on two children to act out an apology. Suggest that the first child say, "I'm sorry. What can I do to help you feel better?" The second child might respond, "Play with me at recess" or "Let's be friends."

Teacher (with children echoing): We talk about our feelings.

Have different children finish the following sentences.

I feel happy when ....

I feel sad when ....

I feel angry when ....

I feel surprised when ....

Have the class perform the **Sharing Feelings** *song from Lesson 9 or another piece about feelings.*

Teacher (with children echoing): We get to and from school safely.

Have two or more children recite the **Stoplight Poem** *from Lesson 1.*

Teacher (with children echoing): We wash our hands often.

Have three or more children sing **This Is the Way We Wash Our Hands** *from Lesson 11.*

Teacher (with children echoing): We take care of our teeth.

Have one or more children repeat the **Happy Tooth Rules** *from Lesson 13.*

Teacher (with children echoing): We wear sunscreen to protect our skin from the powerful sun.

Read the **No Sunburn Poem** *from Lesson 12. Let children echo the lines or complete the lines as you omit the last words.*

Teacher (with children echoing): We eat healthy foods.

Have the class perform a piece about healthy foods (optional).

Have three children explain guidelines for healthy eating. You may prompt and have children echo the following guidelines:

Healthy kids eat mostly grains, vegetables and fruits; some foods from the milk and meat groups; and just a little bit of fats, oils and sweets.

Teacher (with children echoing): We tell an adult we trust when we are in trouble.

Have one child use the telephone to dial the emergency number and report an emergency (optional).

Child: Hello, this is *(name)*. I live at *(address)*. My house is on fire. Please help me.

Teacher (with children echoing): We take medicine only from an adult we trust.

Have two children roleplay the following scenario.

Child 1: Here, have some candy.

Child 2 (in an aside to audience): That could be a drug. *(Turning to Child 1)* No, thank you.

Teacher (with children echoing): We are glad that our families have different customs.

Have three children respond to the question "What is your family's favorite dinner?"

Teacher (with children echoing): We all love our families.

Have the class sing **L-O-V-E Spells Love** *from Lesson 27.*

Teacher: Children, children, your health habits are first rate.
I'm proud of you, and I think you're great.
What a terrific life healthy habits create!

Lead the audience in applause for the children.

SAMPLE

The Healthy Children Revue Invitation

Dear Family:

Your child's class invites you to "The Healthy Children Revue" on

____

(date and time)

This play highlights the lessons children have learned about healthy behaviors this year.

The event will include children's performances, displays of students' health projects, and refreshments. We hope that every child will be able to have a family member or friend attend the play. Please return the slip that indicates whether you can attend.

We also want to express our appreciation for your cooperation in helping children develop healthy habits. The children look forward to sharing their learning with you.

Sincerely,

____

- -

Child's name ______________________________________

_____ I (we) plan to attend the play. Number of people _____.

_____ No one from our family will be able to attend. Please invite one of my child's friends to attend.

Signed ____

Teach kindergartners that being healthy feels great! Adorable Bernie and Blanca Bat boost kindergartners' self-esteem through these 29 fun-filled *Actions for Health* lessons. Topics include safety, family life, nutrition, the five senses, manners and hygiene.

Your kindergartners will love the lively stories, songs, poems and fingerplays suggested for every lesson. The teacher-friendly lessons include a "Center Connection" section—simple suggestions for setting up classroom learning centers.

Actions for Health is the elementary component of the *Contemporary Health Series*, a comprehensive health education curriculum for grades K-12 from ETR Associates.

Actions for Health helps you:

- address the complete scope of recommended health education content
- teach and reinforce early prevention skills
- incorporate lessons into all areas of the elementary curriculum
- build home, school and community partnerships
- make health education interesting, personal and fun for teachers and students alike!

"The curriculum is excellent...one that I would be proud to use in my classroom."

—Audrey Barzey, MEd, Boston Public Schools,
Early Learning Center West, Jamaica Plain, Massachusetts

ETR Associates
SANTA Cruz, California

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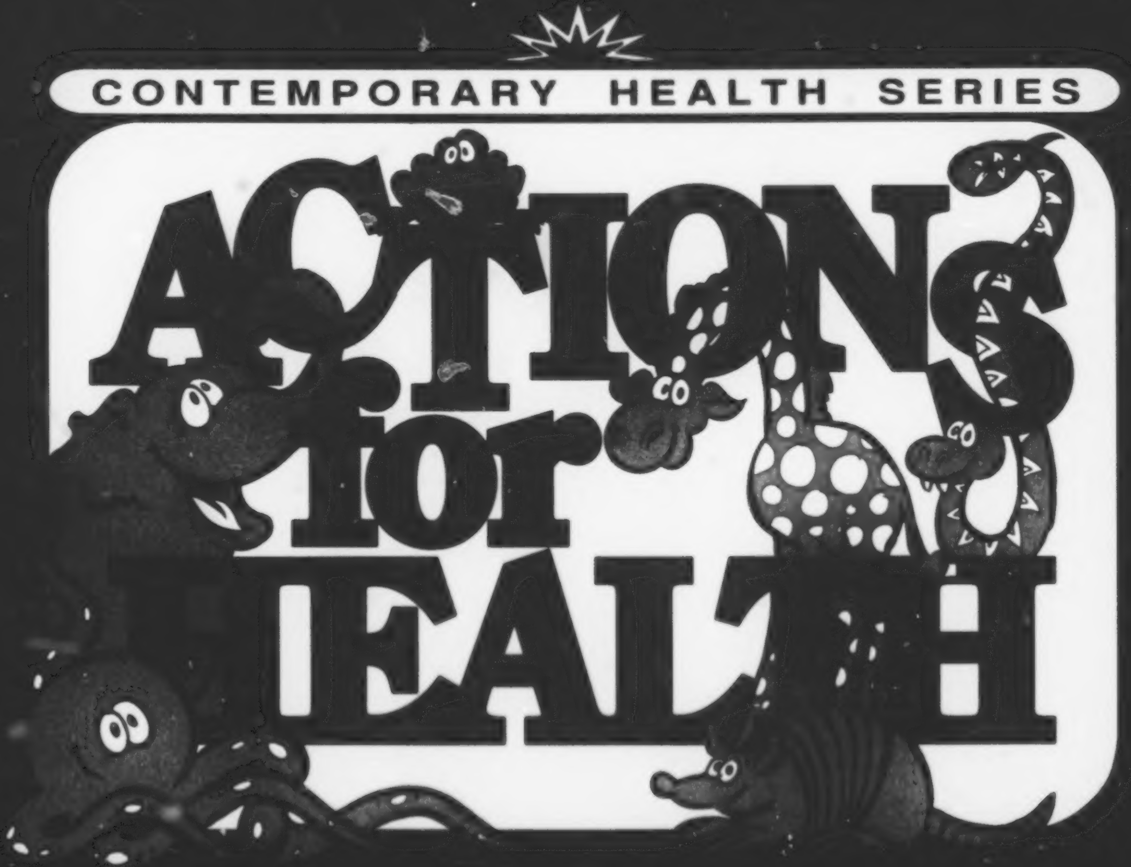
CONTEMPORARY HEALTH SERIES



ACTIONS for HEALTH

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CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH

Student Workbook

ETR ASSOCIATES
Santa Cruz, California
1994

To the Teacher

Introduction

Actions for Health is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

About the Workbook

This workbook has been designed for students participating in the Kindergarten level of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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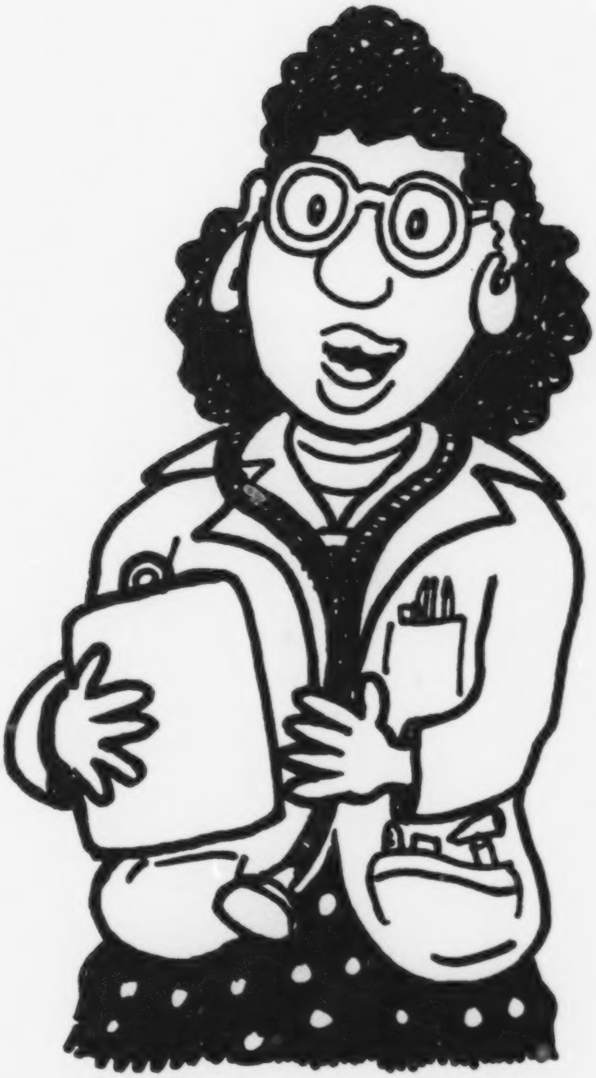
Name ____

Emergency Helper

Doctor



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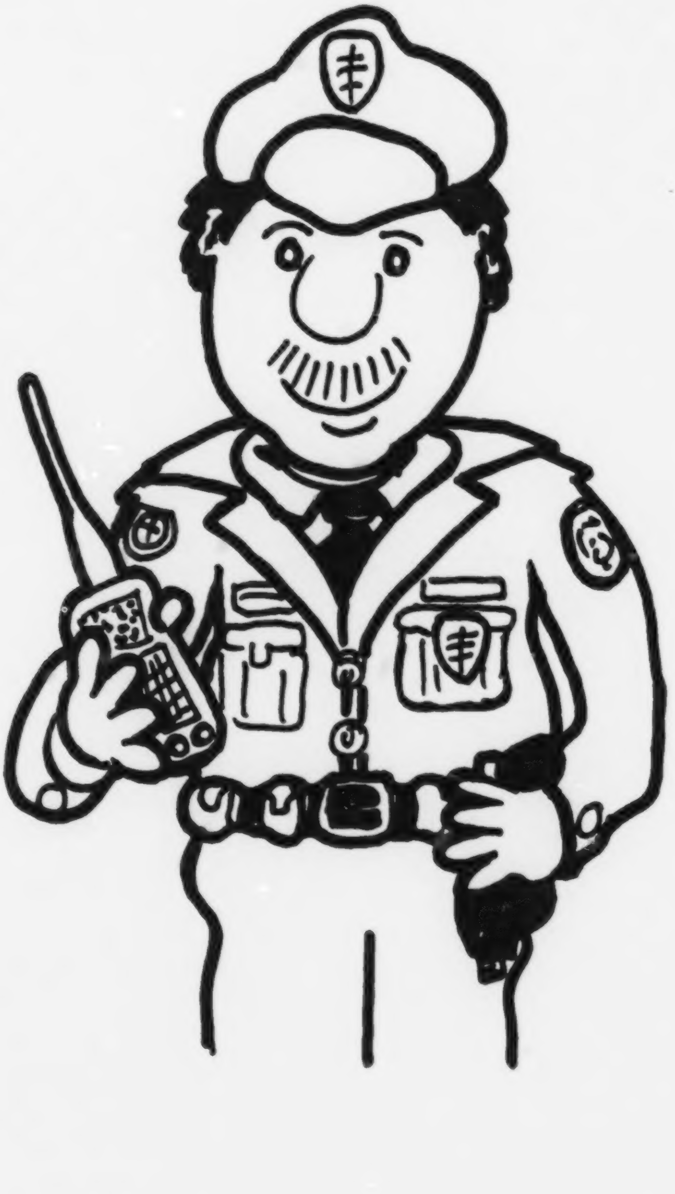
Name ____

Emergency Helper

Police Officer



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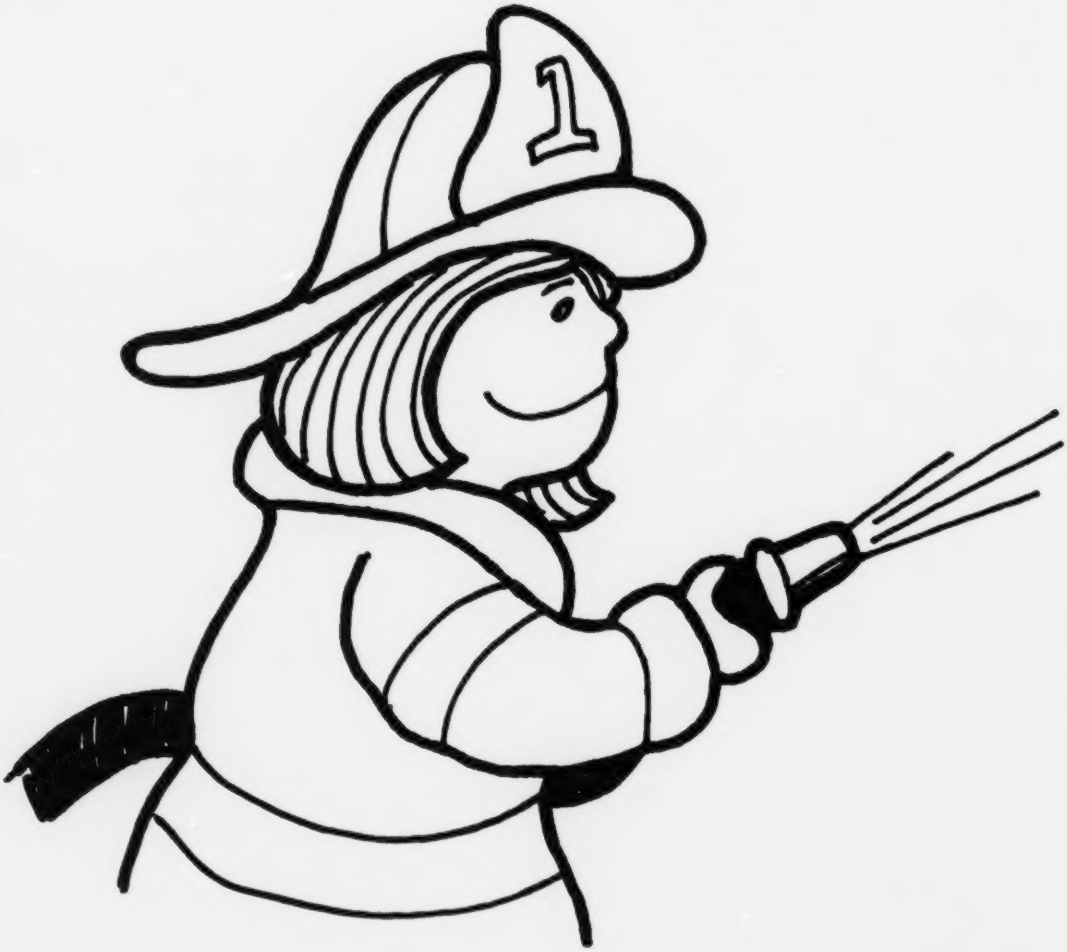
Name ______________________________

Emergency Helper

Firefighter



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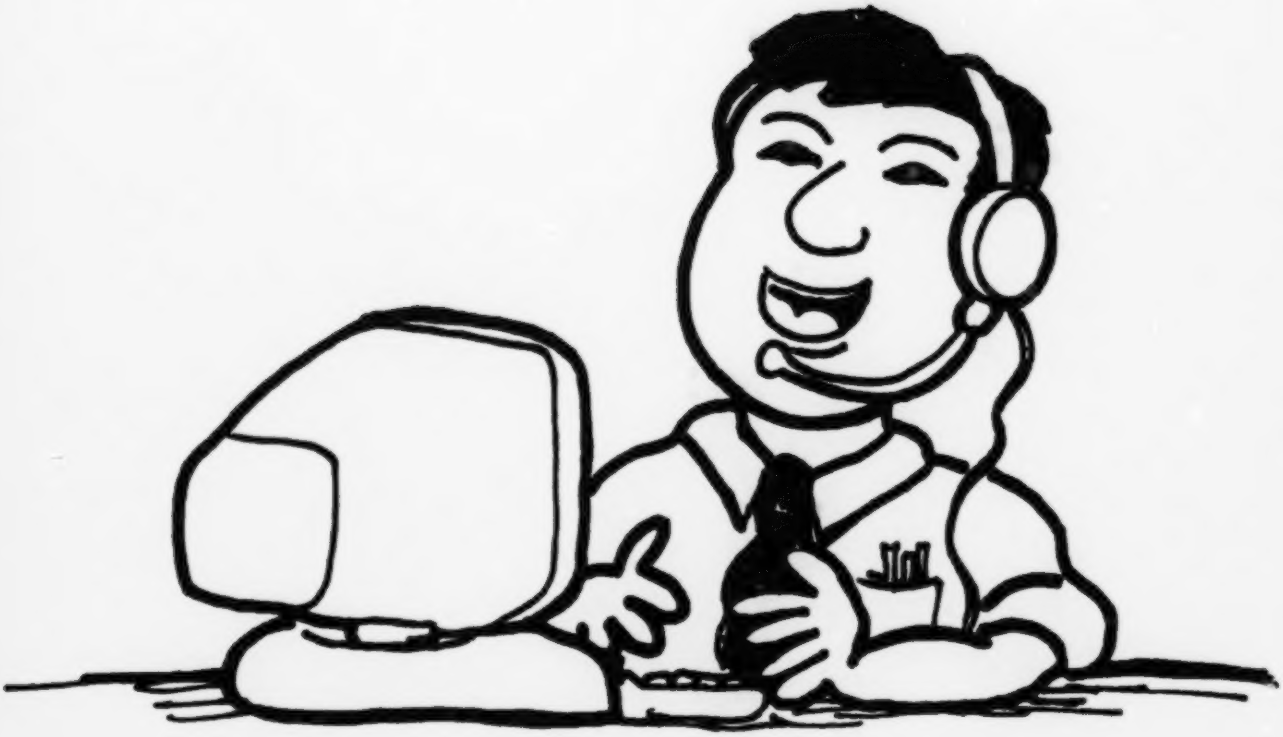
Name ______________________________

Emergency Helpers

Operator



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Name ________________________________

My Important Numbers

My Telephone Number

____	____	____	-	____	____	____	____
①	①	①		①	①	①	①
②	②	②		②	②	②	②
③	③	③		③	③	③	③
④	④	④		④	④	④	④
⑤	⑤	⑤		⑤	⑤	⑤	⑤
⑥	⑥	⑥		⑥	⑥	⑥	⑥
⑦	⑦	⑦		⑦	⑦	⑦	⑦
⑧	⑧	⑧		⑧	⑧	⑧	⑧
⑨	⑨	⑨		⑨	⑨	⑨	⑨
⓪	⓪	⓪		⓪	⓪	⓪	⓪

Where I Live

____

____

____

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Name ______________________________

Walk One by One

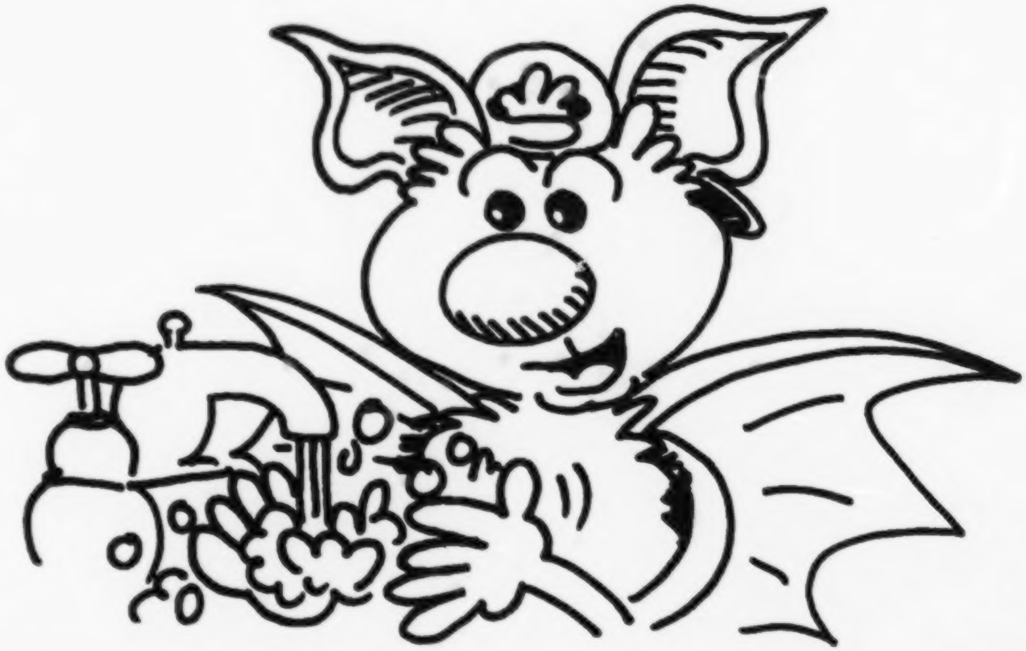
Actions for Health K © 1994 ETR Associates

Things I Like to Do

Name ______________________

Name ______

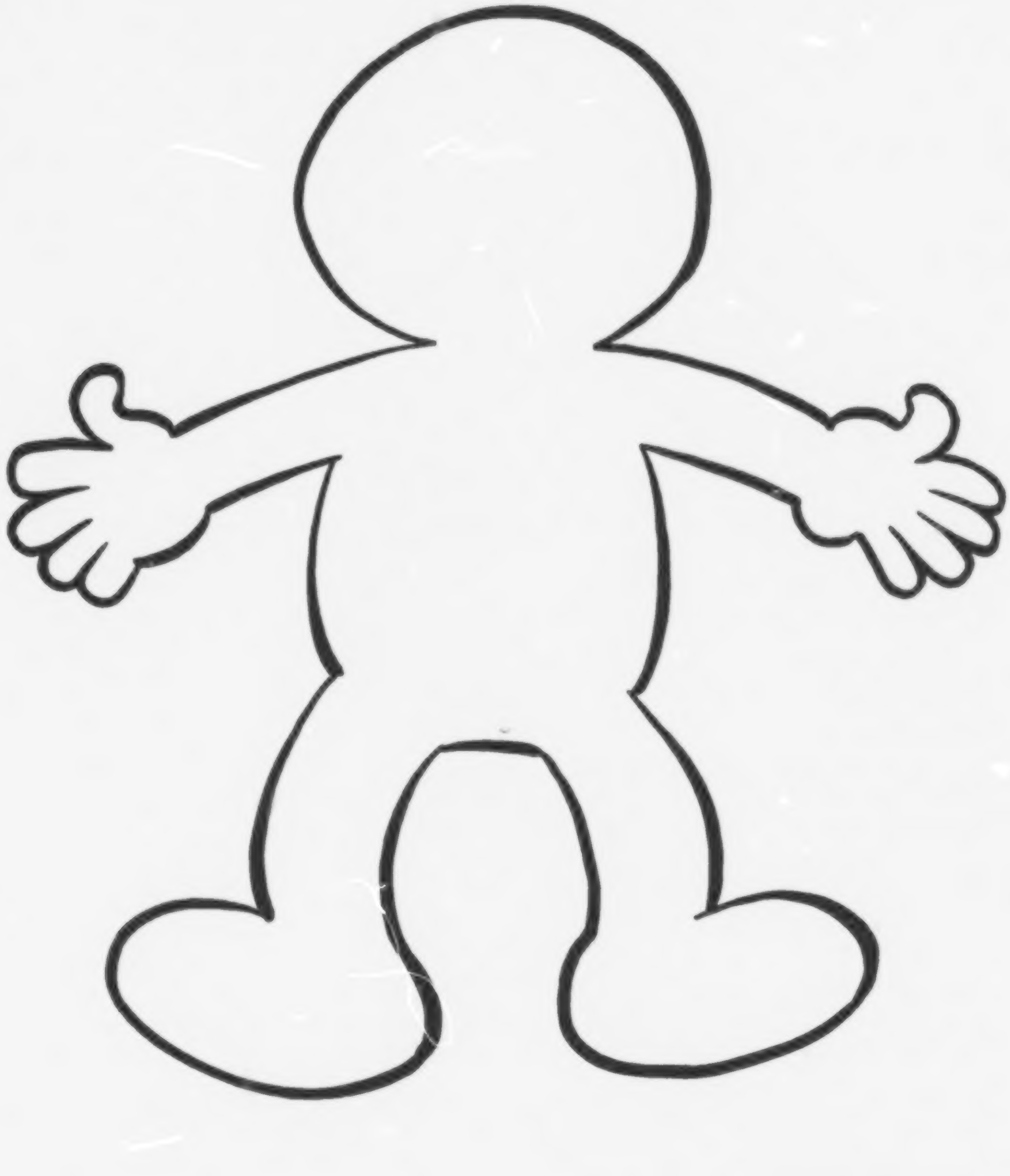
Have You Washed Your Hands?



Name ____

Safe from Sunburn

Directions: Color a face on the figure. Then draw clothes on the figure to protect it from sunburn. Use a white crayon to show where the figure needs to wear sunscreen. Glue the **No Sunburn Poem** on the back.

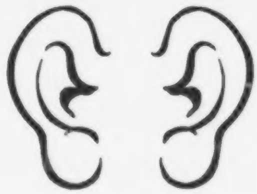


Name ______________________________

My Five Senses

Name ______________________________

I Like to Hear

With my , I like to…

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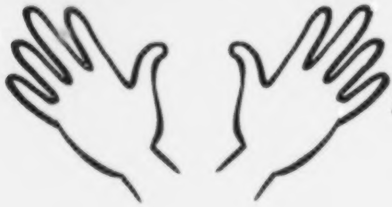
Name ______________________________

I Like to Touch

With my , I like to . . .

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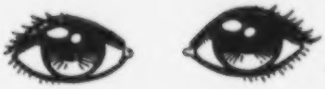
Name ______________________________

I Like to See

With my  , I like to . . .

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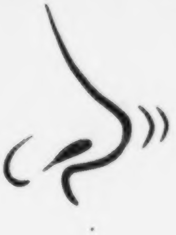
Name ______________________________

I Like to Smell

With my , I like to . . .

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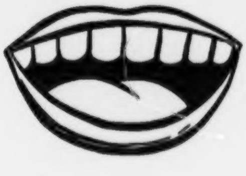
Name ______________________________

I Like to Taste

With my , I like to . . .

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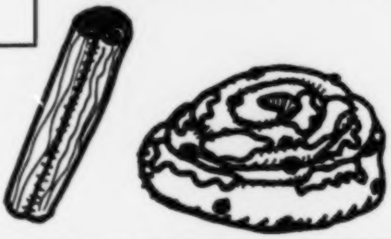
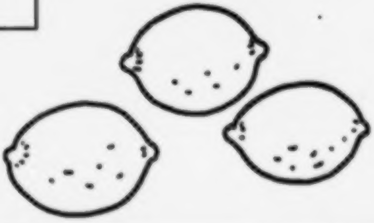
Name ____

What's That Smell?

☐ chocolate	☐ cinnamon 
☐ lemon 	☐ peanut butter PEANUT Butter
☐ peppermint	☐ dill pickle
☐ vanilla PURE VANILLA EXTRACT	☐ onion

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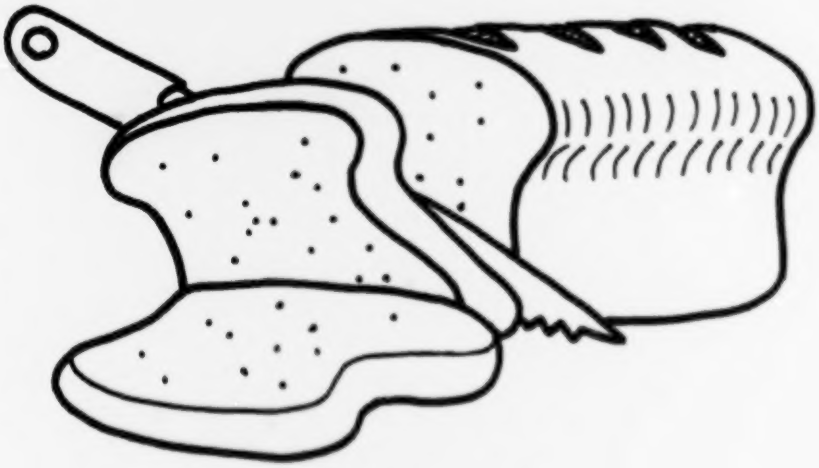
Foods That Help the Body

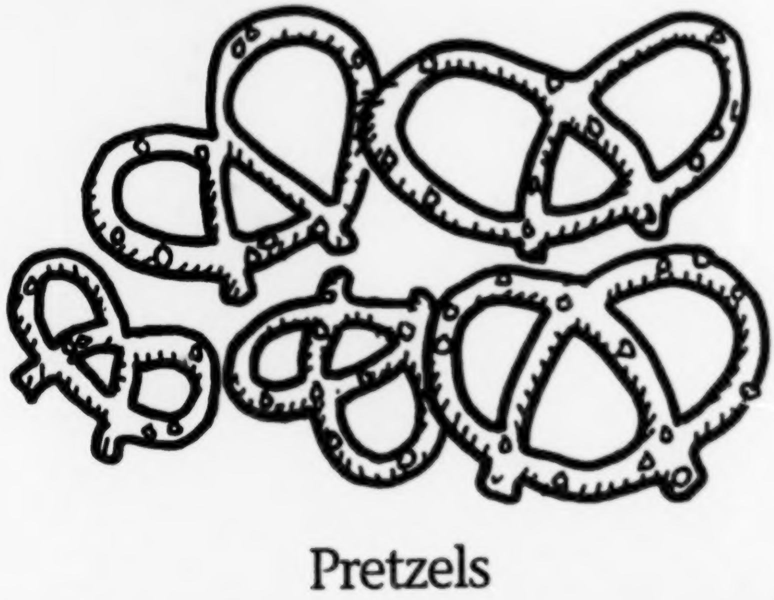
Name ____________

Name ______________________________

Grains



Bread



Pretzels

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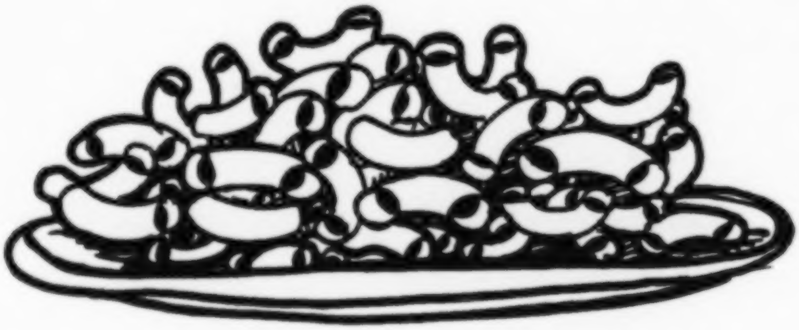
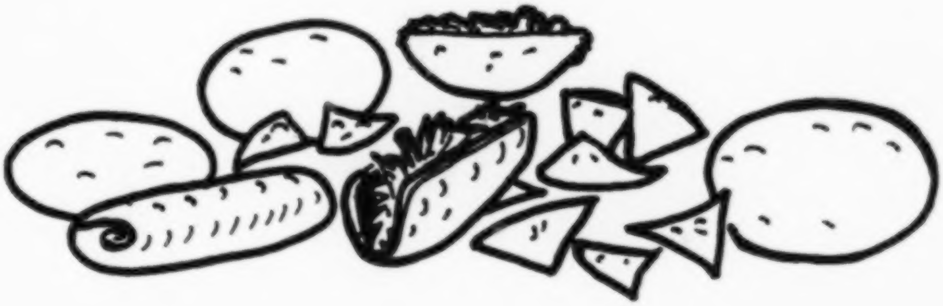
Name ______________________________

Grains (continued)



Macaroni



Tortillas

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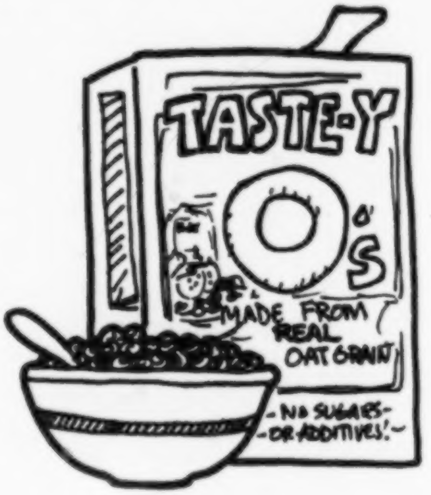
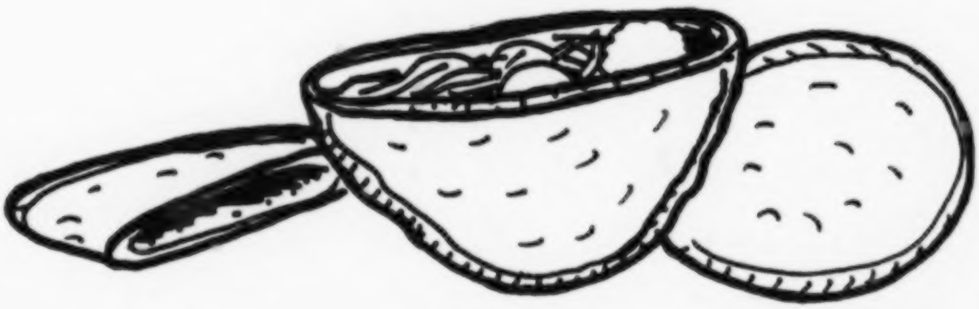
Name ______________________________

Grains (continued)


TASTE-Y
O's
MADE FROM REAL OAT GRAIN
-NO SUGARS-
-OR ADDITIVES!-

Cereal



Pita Bread

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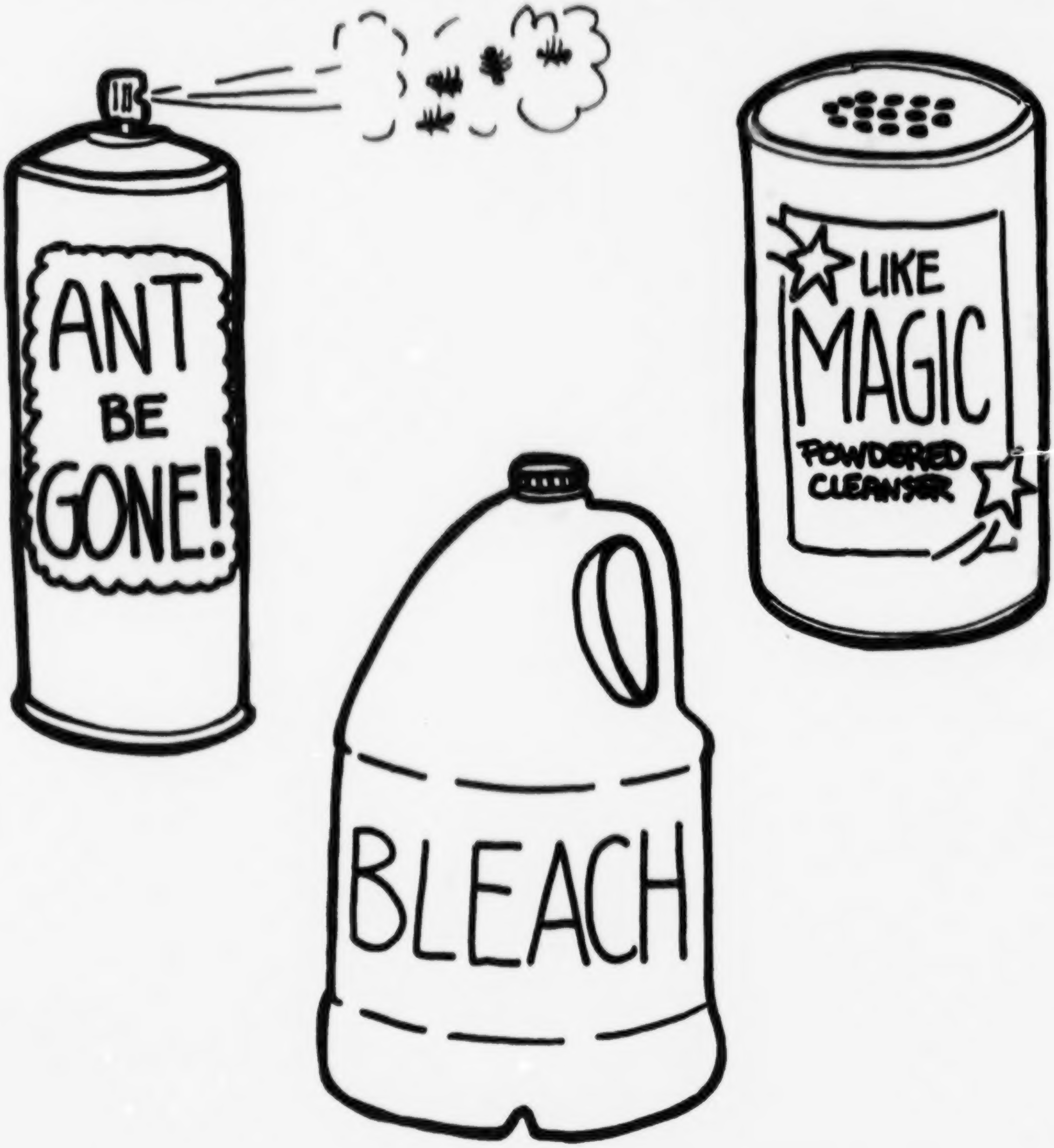
Name ________________________________

Stay Away!

Directions: Stay away from poisons! Glue a poison sticker on each poison.


ANT
BE
GONE!
LIKE
MAGIC
POWDERED
CLEANSER
BLEACH

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My Healthy Habit

Name ______________________

Name ____________

My Family Custom

Name

How I Help My Family

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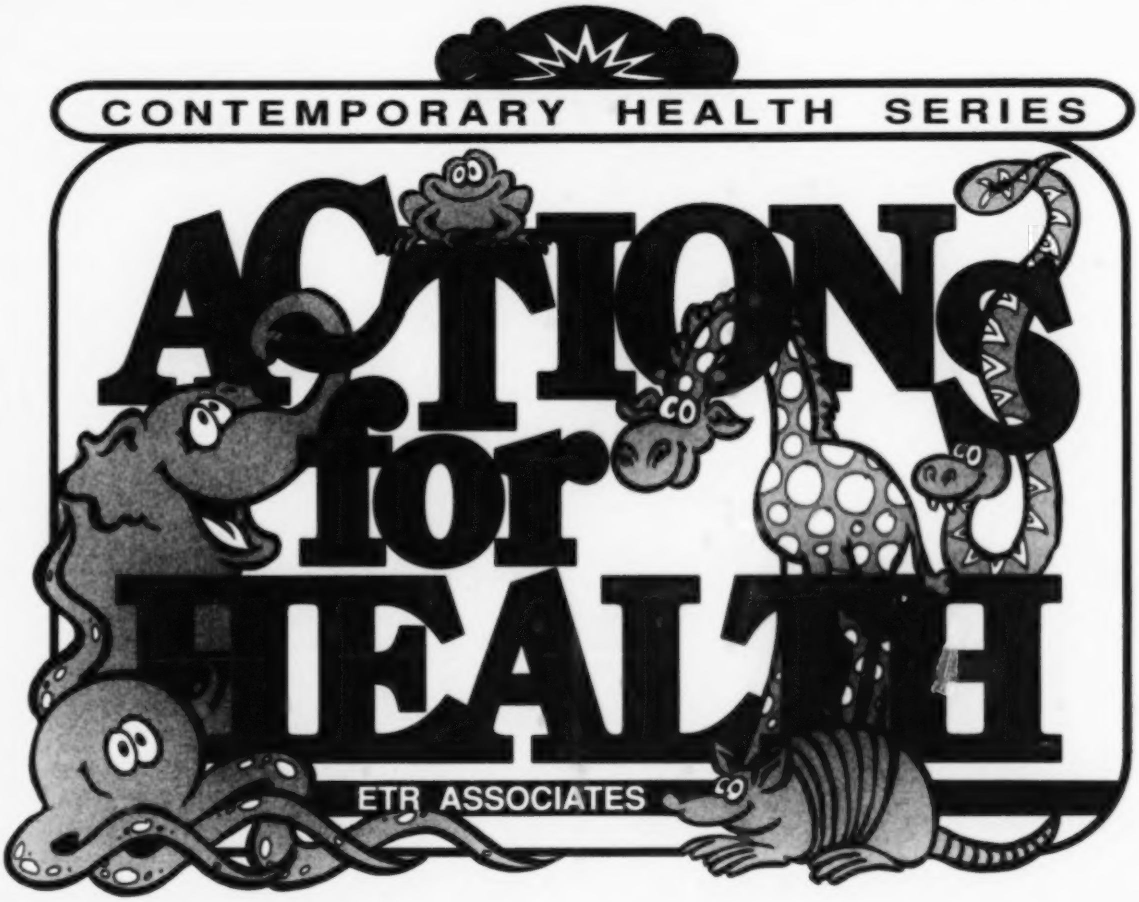
CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH
ETR ASSOCIATES

Involving Families

K

E T R   A S S O C I A T E S

Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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10 9 8 7 6 5 4 3 2 1

Children's Safety

Dear Family:

Your child will be studying a comprehensive health curriculum, *Actions for Health,* this year. These lessons offer children information about a wide range of health topics and teach skills that help children take action to stay healthy. This early education helps children grow up to be healthy adults.

To begin the health lessons, children are learning about safety and injury prevention at home and at school. Topics include getting to school safely, emergency helpers, making phone calls in an emergency and emergency drills at school.

To help protect children in an emergency, they should know their first and last names, their telephone number and where they live—their address. Please help your child memorize his or her phone number and address. Your child has a worksheet we began in class to help him or her practice your phone number and address. You can help your child complete this worksheet. If you don't have a phone, you may want to have your child memorize the phone number of a close friend or relative to contact in an emergency.

If you have any questions, please call.

Sincerely,

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Children Are Special

Dear Family:

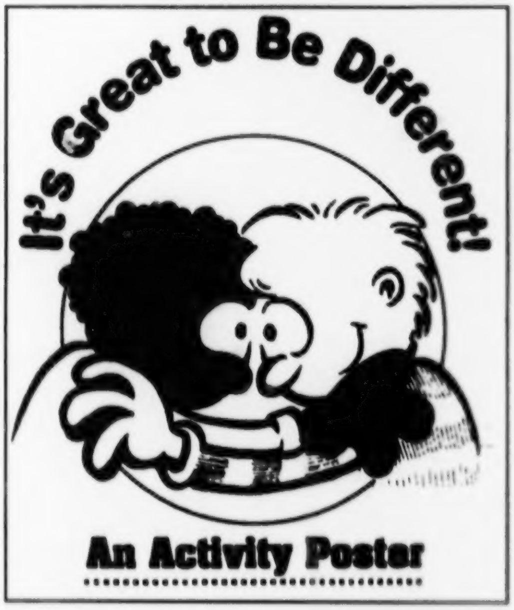
As part of our kindergarten health lessons, we are learning that we are all special. The feeling of uniqueness—that each of us is special—contributes to children's self-esteem.

In school, we are celebrating the differences and similarities of the children in our class. We have talked about how people are different and special in the languages they speak and in their skin tones. We have also talked about how we live in different places, in different kinds of houses, and about the different things we like to do.

Your child has an activity poster to share with you. Please read the poster with your child, and help her or him list three more ways she or he is special.

Sincerely,

____


It's Great to Be Different!
An Activity Poster

Actions for Health K © 1994 ETR Associates

Talking About Touch

Dear Family:

As part of our Actions for Health lessons, we will be talking to children about good and bad touches. Children need to know what to do if someone touches them in ways that are uncomfortable or inappropriate.

We will be using a booklet called *Touch Talk! What to Do if Someone Touches You and You Don't Like It* in this lesson. After the lesson, children will be allowed to bring the booklet home so you can read it together.

The booklet explains in general terms that there are good and bad kinds of touches. Bad touches may make you feel weird or strange. It tells children that they are the boss of their bodies and can say no to bad touches.

You are welcome to preview the booklet before the lesson is taught. Please call me if you would like to see the booklet before the lesson or if you have any questions. Please sign and return the permission slip at the bottom of this letter to allow your child to participate in this lesson.

Sincerely,

____

- -

My child ____________________________, has permission to
(name)

participate in the lesson on Touch Talk.

____
(signature)

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Learning About Personal Health

Dear Family:

In our health classes, children have begun a unit on personal health. The unit explains the importance of washing hands to prevent the spread of germs, using sunscreen to prevent sunburn, and brushing teeth. Students will also be learning about the five senses—hearing, touch, sight, smell and taste.

Today, we talked about hand washing. Children made posters of their handprints. I have suggested that they hang these posters at home in a place that will remind them to wash their hands regularly. I hope you enjoy seeing the poster your child made. If you have any questions, please call.

Sincerely,

____

Children's Nutrition

Dear Family:

As part of the *Actions for Health* curriculum, our class has been studying how food helps the body grow and be strong. The lessons stress the importance of eating a variety of foods from the different food groups—grains, fruits, vegetables, meat and milk groups.

Children are learning that each of these groups includes many different foods. The grains group includes grains and cereals (wheat, rice, oats, corn, barley, etc.) and foods made from them. The milk group includes all dairy products (milk, cheese, yogurt). The meat group includes a variety of protein foods (beef, poultry, pork, fish, dried beans, nuts, peanut butter, tofu). The fruits and vegetables groups include fresh, canned and frozen fruits and vegetables and juices.

The Others category includes food that dietitians suggest we should limit in our diets. These foods are high in fat, salt or sugar. Children have been taught that they shouldn't make too many choices from this category.

Your child has a **My Healthy Eating** chart that shows these food groups. Please help your child make a check for each food she or he eats in the appropriate space on the chart after each meal. Learning more about nutrition can help motivate children to eat a wider variety of healthy foods.

If you have any questions, please call.

Sincerely,

____

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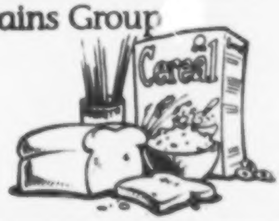
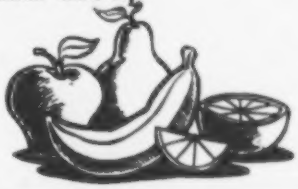
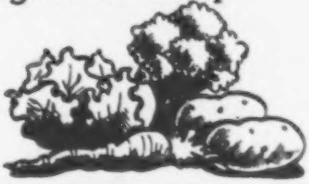
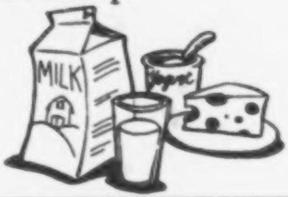
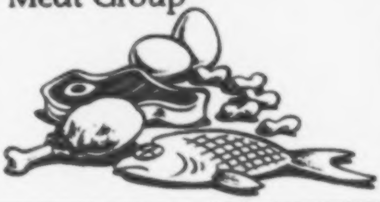
Name ______________________________

My Healthy Eating

Foods	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Grains Group 							
Fruits Group 							
Vegetables Group 							
Milk Group 							
Meat Group 							

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Beware of Poison

Dear Family:

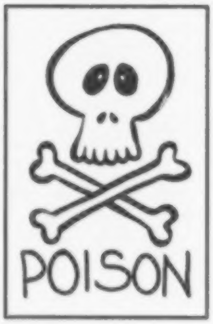
As part of our *Actions for Health* curriculum, children are learning about poisons and medicines. Children have been taught to identify some things that are poisons and to stay away from poison. In the next lesson, they will be taught that they should never take medicine without adult supervision.

The following steps can help you protect your children from accidental poisoning:

- Keep dangerous substances, including cleaners, soaps and medicines, out of the reach of children.
- Keep poisons in the containers they come in.
- Put poison stickers on dangerous substances.
- Use childproof caps on medicine and vitamin bottles.
- Keep emergency numbers, including the Poison Control Center, by the phone.

Your child has a poison sticker that we made in class today. Please help your child identify a poisonous substance and label it with the sticker. If you have any questions, please call.

Sincerely,



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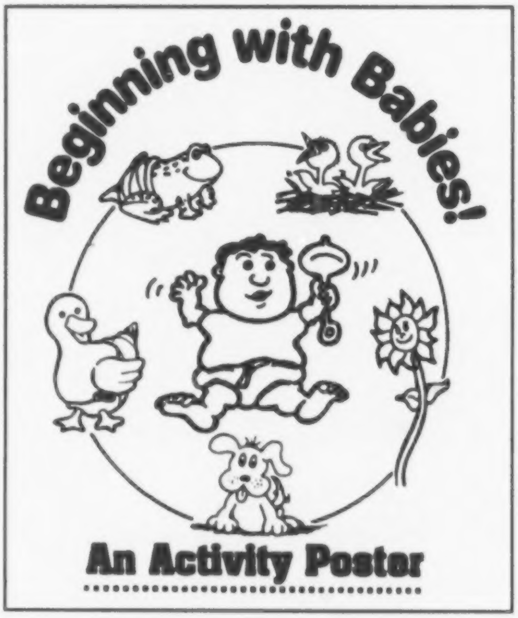
Family Love

Dear Family:

As part of the *Actions for Health* curriculum, children are learning about families. Children are learning that there are many different kinds of families but all families love and care about each other.

One of the important things families do is take care of babies. Your child has an activity poster about babies, which we discussed in class today. Your child also has a special card for you. We hope you enjoy the poster and the card. Please call if you have any questions.

Sincerely,



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Family Responsibilities

Dear Family:

As part of the kindergarten health lessons, children are learning about family responsibilities or jobs. Many family counselors suggest that families have a job list and that every family member have a responsibility. Jobs can be rotated every month. Family fun can be planned as a reward for the completed work.

Your child has a **My Family Job Chart** to share with you. Please help your child choose a family job to be responsible for for a one-week period. You can choose a job that's listed on the chart or write a different job in the blank box. Then help your child put a check mark on the chart each day he or she does the job without a reminder.

Such activities encourage children to develop a greater sense of responsibility. They also contribute to children's self-esteem.

Sincerely,

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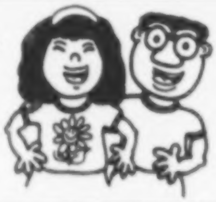
Name ______________________________

My Family Job Chart

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Be kind.							
Pick up toys.							
Dress myself.							
Feed pet.							
Get along. 							

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